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ABSTRACT

The papers collected here were prepared for the National Conference on Sports Programs for College Women, June 1969. The conference examined the current status and explored future directions of sports programs for college women. Topics include ethics and values; needs in relation to leadership, understanding interpretation, and cultural, social, and political influences; the relationship among intramural, recreation, and intercollegiate programs; and the nature of competition in reference to sports program planning. (Editor/JA)

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DGWS NATIONAL CONFERENCE

SPORTS PROGRAMS FOR COLLEGE WOMEN

JUNE 21-27, 1969

YMCA OF THE ROCKIES
Association Camp, Colorado

DIVISION FOR GIRLS AND WOMEN'S SPORTS

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FOREWORD

Under the sponsorship of the American Association for Health, Physical Education, and Recreation, the Division for Girls and Women's Sports held a National Conference on Sports Programs for College Women in Denver, Colorado, June 1969. The purpose of the conference was to examine the current status and explore future directions of sports programs for college women, including: ethics and values; needs in relation to leadership, understanding interpretation, and cultural, social, and political influences; the relationship among intramural, recreational, and intercollegiate programs; and the nature of competition in reference to sports program planning.

The conference was structured to encourage interchange and communication among the participants. The total group assembled to hear the major addresses. Sub-groups were formed to discuss current practices, ideas and issues. To transmit the essence and to convey the inspirational tone of the conference, the proceedings should carry the summaries of the discussions of the sub-groups. However, it was impossible to publish the records so carefully kept by the recorders of these groups, and the editor apologizes to the recorders for the omission of their contributions.

It is also unfortunate that the papers and addresses presented to the full assembly had to be abridged or revised for this publication. In most cases the revisions in the text were made by the author, however, in some instances the editor made changes where it was required to meet space limitations.

The conference committee personnel, who are listed in the Appendix, are to be commended for their efforts in providing an opportunity for those interested to assemble and discuss topics pertaining to college women in sports programs. It is hoped that the publication of the speech excerpts will offer needed assistance and stimulation for all those who were unable to attend the conference.

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INTRODUCTION

It is an honor and a pleasure to welcome each of you on behalf of the Division for Girls and Women's Sports of the American Association for Health, Physical Education, and Recreation. This conference has been planned for those interested in and concerned with the present and future offerings and opportunities in sports for college women students.

There are several assumptions regarding the attainment of our objectives which I would like to share with you. These assumptions are that each of us wants to share our thinking and beliefs with one another and that as a conference group, we are a composite of differences: different levels of experience in teaching and sports, different students, some of us are athletes, some of us are teachers, and some of us are both. Although we have many mutual concerns and similar ideas and backgrounds, we are each different.

If we are to communicate with one another, we must be certain that our ideas are understood and interpreted as we intend them to be. We have planned provocative programs to promote an exchange of ideas. Honest and direct expression of differences and responsible challenges must be an integral part of our discussions and reactions. We look forward to a challenging, reflective, and exciting conference together.

E. Ann Stitt
Conference Director

ETHICS AND VALUES

THE LAND O'THE LEAL

Celeste Ulrich
University of North Carolina
Greensboro, North Carolina

I have never been able to discover with certainty just what it is that makes for my Celtic fascination. The fierce loyalty, the mutable moods, the wills of steel, the faith in fantasy, a knowledge of reality, the froth of the future – they are a certain breed of men, those Celtic island people. The whimsical passion of the Irish, the stoic charm of the Welsh, the resolute determination of the Cornish, the emotional concern of the Bretons, and the indestructible loyalty of the Scottish Highlanders – the isolation of the isles, the harshness of the earth, the mystery of the lochs, the brashness of the climate must have all made their mark – at any rate, it made for me the charm of the Celts.

Up in the Highlands out on the Hebrides, at the "back of beyond," there is a story that the Gaelic heaven Tir-nan-og welcomes all those who come on the white barge, a barge which needs neither wind nor sail nor rudder to make her speed like a bird over the sea. The wish of the fate that guides her is enough, for she is always peopled by the loyal and the brave. If Tir-nan-og is the Celtic heaven, so the Land O' The Leal is the Celtic earth - the reality of what is. Leal is the Highland word for loyalty and it is manifestly apparent to all Scottish Highlanders that heaven can only be gained through a life of loyalty. Tir-nan-og is reached through the Land O' The Leal.

It is that Land, the Land O' The Leal that I want to explore. It is that land which I believe can give meaning to the ethics and morality of our endeavor and which exhibits the typography of our disciplinary challenge.

Sports must always take place in a Land O'The Leal, for basic to the entire concept of sport is loyalty to a cause, and a fundamental belief in the worth of that cause. But, belief and loyalty are tested, only if there is a risk; the chance to lose the cause. Inherent in sport IS risk, for sport is predicated upon play and the term "play" comes from the Anglo-Saxon word *plegian*, a verb meaning to guarantee something, to stand up for something, to expose oneself to danger, to pledge oneself to an idea no matter the plight, to risk something important to oneself.

When women play in sport they risk a great deal. They dare to chance fundamentals. Woman's first risk with sport is that it still poses a threat to her femininity. Sport, and especially organized sport which is called athletics, is still primarily male oriented in our culture. In order to excel, the female sportswoman must possess "male oriented" characteristics. She must be tenacious, brave, aggressive, daring, self assertive, hardy – all

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adjectives which usually describe masculinity. Female trait associations such as timidity, fastidiousness, aesthetic sensitivity, and compassion have less import for the sports world. Consequently, the young woman who dares to become an athlete must first of all risk her feminine image in a a world that puts tremendous values on such an image.

To risk your feminine image demands great leal. It is a risk which insists upon taking a tremendous chance with the essential core of oneself. The young woman who dares to play in sport must be "comfortable in her own skin" and must either be reasonably sure about her feminine image - or not care about it. And frankly we have both types in sport. To risk your femininity in a world which prizes sex oriented roles is scarey. Such risk insists upon self loyalty and self security.

Loyalty to the self is always tested by taking a chance, it is the way to find out who you are and what you stand for. Sport makes such risk acceptable and even possible. The young woman participating in college sports is daring to ask herself who she is and what she is worth. She wants to know about her assets and her liabilities in a situation which can be felt, in a situation where the action is. She wants to know about her performance potential, and she wants to measure that potential against the best that others have to offer. It is frightening to risk your essential worth; it is ecstasy to find your worth prevail; it is abject misery to find it wanting. But that is exactly the dare that the young sportswoman takes as she tests herself, as she hazards her ability and attempts self revelation. Such peril insists upon leal to the truth of being.

There are many who reject such a self imposed confrontation. They are afraid of the risk so they avoid it. Hopefully they seek to risk their skills and worth in endeavors other than sport. However, sometimes avoidance of all risk becomes a too easy pattern to follow. You avoid all chance and thus you are assured of your worth by default. Such self deception can make a mockery of personal autonomy. It is difficult, if not impossible to pledge autonomy to anomie. Sport insists upon loyalty to the concept of self, and thus it insists upon "measuring up."

Sport has another "built in" factor in the testing of oneself. This deals with accepting the consequences of your decisions. In life, if a decision proves to be wrong, there is seldom the opportunity to change it, but often there is the opportunity to rationalize and "explain away" your behavior.

Not so with sport. When the decision is made to behave in a certain way, the consequences of that decision are almost always immediate. If the decision is wrong, the score is not made, the pass is not completed, the opponent is not stopped. If the decision is right, the goal is made, the play is successful, the opponent is thwarted, the behavior "worked."

The consequences of skill decisions are easy to judge. However, the consequences of ethical and moral decisions are not so easy to weigh. To chance the consequences of a value judgment is difficult for such a chance insists upon a commitment to a code of behavior which is based on ethical principles consistent with the ideals of the society of which we are a part.

Our society is complex and mutable and morality has many interpretations.

Yet, morality is indispensable to group living. Without it, there is anarchy. As the social structure becomes more involved, the welfare of all depends increasingly upon the understanding of all. The need for commonly accepted moral principles becomes an imperative. In a society such as ours, which values the greatest possible degree of individual freedom, the allegiance of the individual to commonly approved moral standards is an absolute. If personal integrity, honesty, self-discipline, and concern for others are lacking in the individual's moral commitment, there can only be "the law of the jungle." And when the "law of the jungle" prevails then there is no risk - only the agony of self survival.

Now, when a college girl has to make decisions about ethical values, she takes a chance - and at the moment of the risk-taking, she must have personal leal. But, in addition at this point (the point of value decisions) loyalty extends beyond the self for it must encompass the needs and rights of others.

In the American cultural pattern, the "respect for the rights of others" generally includes a fundamental respect for human dignity. It is a belief that involves all men. When such a belief is ignored, or only thought of in terms of self, the ethic is lost. If I insist upon the right of self determination, then I must afford that right to others.

Sport is always concerned about the "rights of others." The college woman who chooses to participate must acknowledge that there is law - in the form of rules - that what is right for one player is also right for her opponent. There is no privilege in sport that is not earned. To ignore the rights of others is to deny the game. Rules make the game rather than ruin it.

The commonly approved moral standards of our society are difficult to pinpoint. These standards are based upon the democratic concept and upon the Judeo-Christian ethic. They are structured upon loyalty and they are ascertained by risk taking. Although each of you may have certain standards which seem to be of major importance, I would like to elucidate eight which seem to me to be fundamental and which I believe have a relationship to sports for college women.

First, there is the belief in our society that there should be equality of opportunity; that the *opportunities* for all should be equal. Such an ethical standard suggests that we must structure our sports programs so that every girl has the chance to participate if she desires. Sport for college women is not a "closed deal" - just for the talented or just for the exercise fiends, or just for the "have funners." For years, we women have been wonderful about making sport available for all - however we have not afforded equal opportunity, for we have tended to dilute our offerings as we catered to mediocrity. Every woman has the right to participate - she should have an equal opportunity to play at her own skill level. She should not be turned away because she is poorly skilled and certainly she should not be forced

to teach because she is highly skilled. There have been times in the past and present when we have exploited the highly skilled and called such exploitation "service."

Secondly, there is a moral commitment in our society that the general welfare of the individual is placed above that of any institution. We never have the right to place the good of the team, the good of the college, the good of the sport above the welfare of the individual. This is not to say that there are not times that the individual will commit herself to such a subservient role, but when she does this voluntarily, then such a decision tends to serve individual welfare. If the decision is forced upon her, it sacrifices the individual.

To have a girl request that she not play because she is interested in the welfare of the team is one thing, to remove a girl from the game because she is not serving the institution is yet another. Obviously, this is a very thin line to tread. You do take girls out of the game who are not scoring in the hope that the team can achieve its pre-determined goal - but it is only done when the individuals are committed to the team and its task, not when they are serving your task and your commitment, or the school's task, or the spectator's desires.

Thirdly, people have the right to govern themselves and to form their own laws. In the democratic system under which we live, the majority rules even when the majority seems to be wrong. This right of rule has real implication in what might be called "player control" situations. It is really the player's privilege to play the game as she sees fit, rather than to be the puppet of the coach. How much liberty does the coach have to send in the play, to structure the situation so that the "right" combination is playing? What would happen to our sports contests if we did not have substitutes except in case of injury? As the coach, you would decide upon your team and let the team govern itself - taking the responsibility for its mistakes and enjoying the rewards of its virtues. In many ways, coaches are "approved manipulators" and they are so traditionally accepted that the players usually race to the coach to be manipulated. Now isn't there a real danger in this sort of practice?

Fourthly, the individual has the right to seek happiness. We are assured this ethic by the Declaration of Independence - yet often we seem to ignore it. It is wise for us to remember that happiness for some comes by choosing NOT to participate in sport, while happiness for others suggests participation. Happiness is always individual, but it is usually associated with moving toward some known goal and perhaps reaching that goal. For some happiness may just be in identification with the team; for others it may be in offering the best endeavor for self aggrandizement; for others it may be cooperating with the group to achieve a common purpose; for still others it may be in being scared (and loving it) because so much is at stake. Sport activities should not be grim contests of worry and adversity. Enjoying oneself is a worthwhile goal as long as the enjoyment is not at the expense of the human dignity of any other person. So often the group

reflects the attitude of the leader and when anger, resentment and sorrow eat into the structure of the game situation, happiness erodes. No teacher, no coach, no individual has the right to make such erosion probable; it is amoral.

Fifthly, we are committed to place human values above material rewards. This automatically outlaws exploitation. Exploitation makes use of people for ends other than their own. Exploitation can be subtle - so subtle as a matter of fact that it is a "soft sell" and not even recognized. When scholarships, grants-in-aid, and fellowships are used to attract golfers, tennis players and other athletes to an institution, one wonders about the purpose. On the surface it would appear that when the need of the institution and the need of the individual coincide, that some sort of an "effective deal" might be made. Yet, the need of the institution for the athlete is seldom predicated upon human values but rather upon material advantages. If the human values are accorded prime priority, then there is justification for the institution to seek its material needs - but when the individual is sought so as to enhance the material concerns of the institution, there is real doubt as to the morality of athletic scholarships and grants-in-aid. And just because everyone else does it is not reason enough to violate the moral principle of the priority of human values.

Let me emphasize that I have NOT said that all athletic scholarships and grants-in-aid are based upon exploitation, but we should look carefully at the purpose of the aid before we subscribe to it. When scholarships involve "scouting" it would be difficult for me to believe that the welfare of the student is being placed above the welfare of the institution - and the ends of those two divergent parties are not identical.

Sixthly, respect for personality is the central theme of the democratic way. Personality respect is an aspect of regard for human dignity. Sport caters to the belief that above all other values stands the quality of the interpersonal experience. In our endeavor to create the "all-American picture" we, at times, tend to cast people in a mold and if they do not fit, we trim off the edges until they do.

In spite of the rigid discipline inflicted by sport, there is still the opportunity for some personal autonomy and those of us who direct sport really do not have the moral right to forbid this. It is very hard to respect the personality of the "show off," it is difficult to accept disagreement and dissent. Yet, in the ethic concerning respect for the personality, there should be a place for all personality forms, all hair styles, all dress patterns - including those of the coach and teacher. Personality respect is a reciprocal and it is well to remember that *all* people have rights—even the "establishment."

Seventhly, in our society we consider freedom the moral right of all. To be free to choose requires a knowledge and experience of things from which to choose, and it requires the right to seek less freedom as well as the right to demand more freedom. There is the freedom to dissent and the freedom to protest dissent. In sport there is the freedom of choice to

be wrong as well as the choice to be right. If a player freely chooses to do the incorrect thing, his right is to make that choice even as he must accept the consequences of his act. Freedom may be abridged by choice but freedom still is assured. When freedom is abridged by dictate then there is amorality.

The restrictions imposed by sport must always be accepted by choice and it is that very choice that involves the risk. How much freedom are you willing to give up in order to make the situation "work"? Obviously you cannot participate in sport and claim that you will act in any way that you wish - insist that you will not be willing to give up any freedom. Yet to give up *all* freedom, just to play, can be dangerous. Things like training rules, rules for group conduct, rules of the game all abridge freedom by dictate. Their saving grace is that they can be accepted or rejected by choice. For the young woman who is mature enough to restrict her own freedom, who chooses to accept command because it is a way to a goal, the voluntary abridgment of freedom may be the key to wisdom. Freedom is not license, it is choice.

Eighthly, there is morality to status mobility. No man is assigned in a democracy to a station where he must stay the rest of his life. He has the right and obligation to take advantage of opportunities to move from one status situation to another. Sports are vehicles of mobility. They insist that a participant is judged by ability. If the ability is there, status may be altered - gained and lost. The sports world is resplendent with people who have moved from one station to another. Through tennis, a lanky black girl from Harlem hobnobbed with royalty. Through golf a pudgy Indian lass moved with the country club set.

Americans like to think that they belong to a classless society with basic equality being the constitutional right of each citizen. However, this is an incorrect assumption - all societies have their pecking order and the world of American sport has a highly structured system of stratification. There is a distinction among sports as to their importance, there is a distinction among players as to their importance within any sport, there is a distinction brought about by experience, there is a distinction with regard to age. But in spite of the fostering of distinction, sport also provides the opportunity to move from any specific status group and in such mobility is morality.

The practices and behaviors which reflect ethical morality in sport have to be taught. The value of what is right and good is gained through observation of the manners, ideals, prejudices and customs of people. Some of this observation is caught by interference but the meaningful teaching of values *must* be planned. There is a paucity of learning by osmosis, the majority of learning occurs through directed teaching. Sports teem with opportunities for the teaching values, sports teem with the opportunity for risking those values, sports teem with the opportunity for leal toward a code of ethics.

If we plan to teach values, the following steps are appropriate. First the situation must be analyzed so that alternative choices can be identified and exposed. Shall one play to win or play for fun? Shall one play by the rules or play by the whistle? Secondly, the value of the choice is determined in terms of the ideal and through reflection on the social conscience. Attention has to be paid to the stakes involved. This phase encourages disagreement and dissent. Should the center half have plowed through the forward line to score the goal? Should the line violation be called by the player if the umpire misses it, should the ball be frozen to prohibit the other team from scoring? Thirdly, a decision must be made to an agreed-to behavior. This is what the group in its most democratic operation believes is the best response. In making this decision, the group agrees to interpret any future behavior in light of the decision now being made. The popular excuse of "it all depends" is a very minimal factor in value instruction. Values tend to be more absolute than relative. Fourthly, a generalization about specific behavior should be made. To verbalize and say "this is honest, this is fair, this is desirable, that is cheating, that is questionable, that is wrong"- become very important in the learning process. In every instance possible, generalizations should be derived from the learner's experience and thinking rather than from any imposed direction or determination of the teacher and/or the coach. To form a generalization about conduct is signally important. It provides the basis for a decision the next time a similar situation arises. After numerous such decisions, an individual is capable of understanding and interpreting the values of morality and ethical principles.

Fifthly, the final step is to formulate a philosophy, a synthesis of many patterns of behavior and many generalizations into a characteristic way of looking at all decisions which involve the risk of morality and amorality. Concepts which can be verbalized by phrases such as—"you know that really isn't fair," "people are essentially good rather than bad,""your opponents deserve to be respected"—are reflections of a code of ethics and moral fiber spun from a multitude of planned and unplanned experiences which require decisions, which involve risk and which insist upon loyalty. There is no such thing as a value free decision. The culture is embodied in values and the unwritten, changeable code of ethics which is a real and positive force. Such a code must be translated into practice and activity—and at no place is there a better opportunity for this than in sport.

Thus we see that the Land O'The Leal involves loyalty to self, to others and to the culture. There is yet another concomitant loyalty and that is to the game situation. The magic of sport is that it is absolutely based upon two ethical concepts. The first is that there is fair play and that when that tenet is violated, justice is demanded. The second concept is that there is equality and everyone has a turn and when that tenet is violated, justice is demanded. You cannot play a game unless you are loyal to these concepts. You can cheat and maybe even get away with it - but you know that you have cheated.

In sport you are obliged to include cheating in the rules or you have to outlaw it. There is no grey area - only black and white. However, the difference between strategy and cheating is grey and thus is subject to many interpretations. If I had to draw a line between strategy and cheating, I would say that cheating is the deliberate violation of a known rule or the deliberate attempt to threaten the well-being of one's opponent. Strategy is planning opportunities within the rules of the game, and within the moral dictates of the culture which will confuse your opponent and will hopefully entice her into making an incorrect choice which jeopardizes her chance of being successful and enhances yours. Admittedly, strategy and cheating situations are hard to differentiate - but it is in the making of decisions regarding cheating and strategy that the moral fiber is tested. There will always be disagreement as to conduct, that is the expected course of a democracy. But there will also, hopefully, always be the opportunity to make the judgment and decide upon the conduct. That is the strength of democracy.

Like the Highlanders, who faced adversity, trials and tribulations and emerged with strength, so women athletics can find their way to their own heaven of Tir-nan-og because of their loyalty and bravery. Our contemporary Land O'The Leal is peopled with adventuresome young women who are willing to risk selfhood to find meaning. It is peopled with compassionate women who realize that they have a responsibility for others and inherent in that responsibility is loyalty to the cultural heritage as well as a belief in the future of morality. It is peopled by discerning women who understand the sport ethic and know that fairness and shared interaction are the judicial justification of our democratic society.

Our island isolation is found in the risks that we take to learn about self, society, and behavior; the harshness of our earth is found in the resolute spirit which realizes that all codes of behavior are etched out of the bedrock of morality; the mystery of our lochs is evidenced in our continual probing for answers regarding worth, the brashness of our climate is found in the disagreement among ourselves as to universal ethics and moral absolutes.

Yet it is those very things which have contributed to the self belief, the conviction regarding a higher good, and the knowledge that each man is but an extension of the self.

May all of us, at this conference, set forth on the white barge which will start us on our personal voyage to Tir-nan-og, remembering as we speed like a bird over the sea that our fate is in our allegiance to a life of loyalty. Tir-nan-og is our hope for tomorrow, the Land O'The Leal is our dedication for today.

THE ROLE OF SPORTS IN HIGHER EDUCATION AND IN THE AMERICAN CIVILIZATION

INTRODUCTION

I deeply appreciate being invited to speak for your conference. My association with you people in Physical Education has been long, pleasant and very profitable for me. I have a deep respect for your work, for I have long believed that at best what you say and what you do may be able to lead us toward the kind of education we need for modern man. The need for a more appropriate and effective education is surely apparent to all thoughtful persons: man over the whole earth seems to be in serious trouble as he works his way into the future limited and even crippled by inadequate education.

My pleasure on this occasion is heightened by the fact that this is a conference of women educators. The conviction has been long growing in my mind that no culture or civilization can be better than its women. In numerous subtle ways they set the tone of the life of man. In our history they have often been treated badly; particularly their great potential has been thwarted or neglected so that they have seldom either as individuals or as a group been what they were capable of being. In spite of this thwarting and neglect, still I suspect that women have been the key to man's forward movement. Time does not permit the documentation of this hypothesis—perhaps it could not be proved if there were time—but intuitively I am confident that my hypothesis as to the central place of women in human life and progress is not far from the mark. Does this mean that all or most women are desirable? Not at all. Like the rest of human kind, many of them are dwarfed and distorted, but the potential is there and in some great civilization of the future that potential will be released and fully developed and then perhaps man and his institutions will become what they can and should be. In the meantime, in the demanding and often confusing present, you who are women cannot escape the heavy responsibility you bear for the quality of every aspect of human life: as you are, so the life of man in large measure will be.

In order that we may most effectively think together, let me sketch briefly the nature and direction of the thoughts I want to share with you. Our general topic is the place or role of sports (athletics or games) in American higher education and in the American attempt to build a viable, satisfying civilization. In dealing with this profound theme we shall touch the following points: (1) The basic nature of man: in essence, what is the nature of the raw material with which we work in our educational effort? (2) The goals of our attempt to build a civilization: what are and should be the standards toward which we work for individual and for communal life? (3) The nature and purpose of the higher learning: what are we striving

to do in our colleges and universities? (4) The nature of sports: what is the essence of sports, or of what the Greeks called games? (5) The crucial problems of our time: as we attempt to build a good life for man what conditions and problems most seriously block and threaten our efforts? (6) The chief contribution of sports: how and to what extent do sports at their best help to solve these problems? (7) Some obstacles and pitfalls: what are some of the major practical and theoretical dangers we must face as we build practical sports programs?

I hope that the task outlined does not seem overwhelming or frightening. Of course in the brief time we have today, we can only sketch tentative answers to these great problems. My theory is that it will be best for your conference and for this specific session if we can put the subject in a large framework and thus give it meaning and deep significance.

Perhaps no one is adequately prepared to do an effective job of what I envision for us—surely I am not. The nature of man, the optimum education of man, the history of man including its dark failures and brilliant successes have been lifetime concerns and studies of mine, but even so one knows remarkably little. You, too, have these concerns and doubtless are also painfully aware of the limitations of your knowledge and skill in the face of the incomparable demands upon you as educators. We approach our task with humility, but at the same time with a certain joy and confidence based upon the belief that we can learn together.

1. The Nature of the Human Species: Which of his characteristics are of most importance to us as educators?

(a) Man is a complex combination of body, mind, and soul. Each of these three aspects of the person has its special qualities, and each manifests itself in distinct ways, but in the complete person they interrelate and complement each other and form a balanced, growing whole. The neglect or the over-development of any one of these aspects produces an unbalanced and distorted person.

(b) The human being in contrast to all other living forms must be made; he does not come into full being simply by growth. Man becomes truly man as a result of experience or what in general is called education. The human being in the natural state is unmade; he becomes a genuine person through desirable experience. To neglect this fact is to court the disaster that has so typically overtaken both individual and organized man.

(c) Man has remarkable, almost unlimited, potential as yet largely undeveloped. This incomparable potential lies in the body, mind, and the soul, but most meaningfully in the full development of the three aspects of his nature in a balanced unity. In reality, perhaps in all the wide expanse of the universe there is nothing that compares with the human personality at its best.

(d) There is much that is common among all humans, but each individual has his special unique possibilities. Probably in addition to the

many qualities that men and women have in common there are special qualities deeply characteristic of females and males that should be perceived and carefully developed by proper experience. This problem should be faced and studied with care in all educational endeavor. We should not allow our preconceptions to blind us to meaningful facts.

2. The Nature of the Good Person and of the Good Society: What are our goals for individuals and for society?

(a) The good society must provide opportunity for the full development of the potential of the individual in mind, body, and soul. The quality of each individual life is the key to the meaning of human existence. The real wealth of a society is its people. Poorly developed people, dwarfed in body, mind, and spirit, is the only poverty that has real meaning.

(b) The good society achieves an optimum balance between freedom and order or restraint. Freedom is of utmost importance for the full development of the person. Freedom is significant both as an end and a means. But as the Greeks taught long ago, freedom however sweet and desirable must be wisely restrained or very soon it destroys itself. In the best society the needed restraint is largely self-imposed.

(c) The good society sets a climate of high expectations for the individual and for the group. A strong desire for excellence and for continuous growth toward excellence tends to become a way of life: only the best of which the individual is capable is acceptable in all the varied activities of life.

(d) The good society has a deep concern and respect for every individual in the society. At best, there is a conscious perception that we are all in a great endeavor together and that whatever enriches one man enriches all; that whatever diminishes one person diminishes all. The goal is a feeling similar to that in the best family characterized by mutual respect and concern based ideally on the remarkably creative quality of love.

3. The Education of Man: What is the nature of effective education?

(a) The experience which educates man is provided by the culture as a whole (what the Greeks called *paideia*)—by the home, by organized religion (the church), and by formal schools at various levels. Probably the general climate of the culture as a whole is the most potent and pervasive influence in education. Evidently the institutional efforts at education, such as the home, church and school, are profoundly affected by the general spirit of the culture.

(b) Effective education at all levels concerns itself with the whole person—body, mind, and spirit. Partial education is not only poor or ineffective but is likely to be dangerous—to produce monsters.

(c) Higher learning enables the students in close cooperation with more mature students (teachers) to examine the best in the experience of man in a spirit of imaginative inquiry. Professor Whitehead gives the best brief description of the process that I know:

Youth is imaginative, and if the imagination be strengthened by discipline this energy of imagination can in great measure be preserved through life. The tragedy of the world is that those who are imaginative have but slight experience, and those who are experienced have feeble imaginations. Fools act on imagination without knowledge; pedants act on knowledge without imagination. The task of a university is to weld together imagination and experience.

(d) As a result of this extended experience the learner comes to apply the humble spirit of rational enquiry to all the problems of life. In Ortega's apt phrase he moves toward living life at the "height of the times," that is, in terms of the best man has so far experienced.

As a result of this experience the person learns to make the search for truth and excellence an habitual way of life.

4. The Nature of Sport: What is the essence of this type of activity, particularly as it relates to education?

(Note: I am aware that there is a wide and growing literature on this subject. I shall here ignore the fine distinctions often made in discussing sport, play, games, and athletics, and strive to extract the principles that seem vital to our immediate task. I trust the technically trained will be tolerant and not be severely offended.)

(a) Sports or games involve a consciously limited situation in which an important moment of life can be lived. The limitations are such that the risks in participating in the segment of life are reduced, but not so reduced as to destroy the reality and hence the meaning of the game.

(b) In sports there is a striving toward a goal, rules that govern the striving, and obstacles to be overcome as a means of reaching the goal. These conditions make the sport a genuine miniature of life: a special kind of life-laboratory as it were, adjusted well to the maturity level and skill of the participants. In a word, play of this kind is life tempered to the nature and skill of the player: a struggle with the forces of reality under carefully controlled conditions. In such a situation the individual can learn the major lessons needed for life without risking the severe penalties that accompany failure or defeat in real life situations.

(c) A sport tends to occupy the whole self and thus may serve to develop and unify the physical, mental, and spiritual aspects of the person. The best in sport takes the individual out of his immediate conscious self and lifts him for a moment to a level of personality integration that foreruns the best of wholesome growth. In such a moment one may experience directly the power and the inspiration of the unified self using all its resources to attain a goal—a taste, as it were, of man at his best.

(d) The unique meaning and significance of play or sport perhaps can best be seen when sport is contrasted with war. War as an unlimited and relatively uncontrolled striving for a goal which involves the risk of individual or community survival engages the whole of man, but chiefly be-

cause of its unlimited nature tends to bring out the worst in man. (This observation would seem to be particularly applicable to modern war.) Sport likewise engages man fully but because of its specially limited nature (played by the rules with relatively equal antagonists) develops the best in personality. William James in one of his keenest essays urged the necessity for modern man to find a moral equivalent of war. I am suggesting that sports at their best may be such an equivalent.

5. Some Crucial Problems of Our Time: What problems threaten to block us in our attempt to build the good society?

It is very difficult to assess accurately the times through which we pass at present. It is natural for us to perceive the present in which we play our role in life as being special and more important than it really is. Even when we take this tendency into account, the evidence seems very strong that we are in the midst of a period of relatively rapid and perhaps profound change. The most important negative aspects of this period seem to be the following:

(a) There is serious confusion in the area of values—of what matters most. This confusion has produced a loss of meaning which threatens every aspect of society, particularly by undermining the zest for life among the young, where it should be strongest. Many have no hypothesis or faith by which to live life. Probably basic to this condition is a profound distortion of the conception of the nature of man, manifested especially in much of contemporary art and literature.

(b) Man is steadily being dehumanized. Both in thought and action the welfare of man has been moved from the center to the periphery of man's concern. The pervading question has come to be *can* this or that be done, not *should* it be done. The result is a toboggan, out-of-control effect in almost every aspect of life.

(c) There is an increasing loss of individual and group restraint and self-control. This loss moves man away from the essences of the civilized life and toward barbarism. This attitude tends to cut man loose from his heritage.

(d) There is a movement away from belief in gradual progress based upon intelligence, mutual good will, and persistent hard work to all-or-none, easy, quick solutions and slogans that oversimplify problems and nourish frustration and disillusionment. Modern man does not understand or have faith in *process*.

(e) There is a radical fragmentation of life characterized by a strong tendency to set parts of society against one another: youth against age, poor against the more affluent, students against teachers, race against race, etc.

(f) Although the modern world is in a sense dangerous and full of risks and in some senses violent beyond any previous age, the excitement provided is gross, confused, and unaccompanied by deep purpose. Man sorely needs excitement to be his best—not the horrible, demoralizing ex-

citement of television shows, cheap writing, or mechanized war, not the deadening excitement of business or educational competition. He desperately needs the wholesome, creative, inspiring excitement of festivals, games, and worship, limited and centered in deep purpose.

6. The Chief Contribution of Sports or Athletics to the Optimum Education of Man: How and to what extent do sports at their best help man to overcome these problems?

Now, we come to the heart of our thought together. In the light of what has been said to this point I am ready to conclude that sports properly conceived and executed are not only profoundly significant to the education which makes good men and good societies but that sports or games may be the key to the best education. I am aware that this is a strong statement: I come to it only after very long thought and study about man and his education. It would not be wise to place the total burden of education on sports or play: the point is that there is a principle in play that may involve the essence of the quality of experience that most effectively develops the potential of man.

Briefly, how do sports relate to the ominous problems described in the previous section of this paper?

So far as I can see, sports do not contribute directly to the problems of lost and confused values. Sports are shot through with value questions and in general embody the essence of the highest values conceived by man. For example, the concept of sportsmanship would embody many of the values bequeathed to us by the Greeks, Hebrews, and Christians: the chief sources of the values of Western man. But the deeper question of what matters most and why must look to philosophy and religion for answers to the ultimate questions. Thus it may be said that:

(a) Sport is an ideal arena for the manifestation and the testing of values, but perhaps it cannot deal with their origin

(b) Sport is a potent antidote to the dehumanization of man—the problem which may be at the root of the unrest that shakes the very foundations of the modern world from college campus to complex political states. Individuals feel themselves being progressively diminished in body, mind, and soul. They consciously and unconsciously sense their destruction as meaningful individuals and they fight that threatened destruction desperately—often bitterly and irrationally—striking out in word and in action at all that is or seems to be related to the dehumanization. Here lies the powerful negative connotation of a term like "the establishment."

(c) Sport is an individual matter or it is nothing. Even in the most complex team sports the individual retains his individuality and his identity. He is never (or at least should never be) simply a cog in a huge machine. His skill is individual and so is his training. Sport as it should be enhances and enriches individuality within the goals and rules of the game. (I know that over-commercialization or undue emphasis on winning can destroy this humanizing quality of sport, but in such cases sport is losing its central quality.)

(d) Every aspect of sport requires the practice of individual and group restraint. There is great freedom, but only within the agreed-upon and self-imposed rules of the game. Cheating in any form in order to reach the much desired goal is anathema in any sport. It is elementary that one must learn to restrain himself both in training and in participation. So in sport we have a laboratory in which to learn the delicate balance between freedom and order or restraint, so crucial to effectiveness for individuals and for good societies.

(e) Sport has much to say about the relation between means and ends, that is to say, about *process*. To put the issue in another way, sport always demands that the participant deal with the reality of the situation. Whether the "game" is archery (or even darts) or football the "reality" or facts of the situation must be dealt with. Skill must be developed by careful training, by persistent practice in terms of the nature of the game, and by keen desire. No childish demands for instant solutions backed by threats to beat the coach or destroy the equipment or plow up the playing field has any meaning in sports. The participant must produce and that production depends upon a process, oftentimes prolonged and very complex, that cannot be dodged or short cut. I do not know but I would guess that those well trained in sports would not be inclined to expect or demand instant or even quick solutions to complex problems: they would have learned to understand the long and complex process involved in any human achievement. Even demagogues find it difficult to convince a person well trained in sports that an important game can be won without proper preparation and performance.

(f) Sport is a great unifying force. It demands the full use of one's powers, thus in a very special way bringing together the physical, mental, and spiritual powers of man. There has long been a strong tendency to divide man and cultivate one part of him. In sport at its best such division is disastrous: the whole man must come to the game. Also, sport has great power to break down or dissolve other barriers based upon artificial distinctions. Race, sex, age, family background, religious faith tend to take their proper place in the game where performance within the accepted rules is the crucial thing.

So it may be said that life itself with all its conflicting struggle with baffling complex reality can and perhaps should be lived as a sport or a game: a segment of a larger whole played within the rules of the segment (the specific game) and within the rules of the greater whole which gives the segment meaning. Viewed in this way it may be that life can be handled with better skill and with a satisfying spirit of abandon and adventure. At least we can live in this hope.

7. Some Practical Suggestions: There are numerous forces which constantly threaten to destroy the special educational power of sport which we have envisioned for it in this talk. We can mention only a few of these dangers which you constantly face as you develop practical sports programs in your colleges and universities.

(a) Relate the sports program to the whole educational program of your institution. By all wise means bring this endeavor into the very center or core of the educational process where, if the thesis of this talk is correct, it should be. To do this task you must be well acquainted with educational theory and must be able to show both in theory and by demonstration the place of sport in effective education.

(b) Strive to understand and to develop fully the amateur spirit. The destructive and poisoning power of the commercial attitude manifests itself everywhere in human life. This is an evil that never sleeps: the tendency for an ulterior commercial end to befoul and distort the process which is the important thing both in sport and in life.

(c) Closely related to the problem of commercialism is that of an over-emphasis on winning. The stress here should be put upon *over* in the phrase over-emphasis. It is the nature of sport that one wishes to succeed, to achieve high excellence, in a sense to excel. But winning goes sour in sport if it in any way violates the larger rules of the game.

(d) Equally important problems arise in the area of competitiveness. Few problems are more important for modern life. Competitiveness within the limits of play is a great promotor of *interest* and its spritely child *effort*, but carried too far – taken outside the confines or limits of the game – competitiveness fathers many evils. Most important perhaps, overcompetitiveness threatens the ability for cooperation, one of the great needs of modern man.

(e) Search for a sports program especially suited to the needs of women. Study yourselves and your deepest needs and build your programs in terms of what you find and not in terms of superstition or outmoded theory.

(f) Make the sports program contribute to the whole person. Strive to enable the sport to develop the body, the mind, and the spirit and thus contribute to the education of the whole personality.

(g) Give the sports activity a broad philosophic base. The problem is to find an influence that will take the place of the ancient feeling that the activity is carried on in the presence of the gods. Here we touch a major emptiness in modern life. In reading accounts of ancient Greece I am impressed over and over with the depth and all-pervasiveness of their religious spirit. For example, in Renault's *Mask of Appollo* and Penfield's *The Torch* (the former about a famous actor, the latter depicting the life of the great physician, Hippocrates) the actor and the physician prepared and performed in the constant presence of the god and really in his service. I suspect that without this relation, which of course must be genuine, sport and indeed all endeavor becomes fragmented, rootless, cut off from a life-giving whole.

Here then is a sketch of one man's attempt to suggest the role of sport in the higher learning and in our effort to build a good civilization. I must leave it to each of you to fill in the details and explore further the implications.

PANEL

Celeste Ulrich

Value judgments are difficult. They infer a stand, a willingness to take sides on an issue. Value judgments are not for the timid or the indifferent. They suggest ethics and morality.

In a world where relativism is endorsed, an absolute morality is in ill-favor. No culture is static, therefore no ethical code is static. As society changes, so do its views of morality. In fact, that which is considered right may be changing even as a judgment about its rightness is being made.

Such is the dilemma of society today. In a time when change is the single prevailing absolute, how is it possible to impart an enduring code of ethics? Nonetheless, I feel that those who choose to guide others have an obligation to teach morality as they understand it.

In sports for women, you and I are the culture bearers of ethics. Regardless of our own insecurity as to what is moral, immoral, or amoral, we have a responsibility to teach certain truths in order to provide a basis for decision-making. For example, what is our responsibility to players, the coach, officials, and spectators? What are fairness and sportsmanship?

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Our success as social beings, and especially as educators, depends upon the degree to which we can achieve communion with our fellow man, with particular respect for his differences. Communication is essential to the effective functioning of any human enterprise. The more emotionally charged or upsetting an interchange is between two or more people, the more necessary it is to communicate. The more lines of communication that are open and available, the more trust and understanding can be established. Educational enterprises are dependent upon trust and understanding. Without them we have nothing.

For example, when another coach, team, or player performs in such a manner that I believe to be unethical (although not necessarily illegal), it is my responsibility to communicate with that coach, team, or player and discuss purposes and methods of achieving agreement to find out if, after all, my original premise of unethical behavior is appropriate. If, after making every effort to communicate with each other, we still have differences regarding ethics, our differences of opinion should be arbitrated by a third party. I do not have the right to immediately decide (without communication) that someone else is unethical and respond with behavior that implies this (e.g., removing my team from the field or court before the

game is over, refusing to play that coach, team, or player again, etc.), for in so doing, I have openly condemned the person(s).

The time has come for women in coaching to increase their efforts to improve communication before we learn to distrust each other. If coaches play their teams against coaches or teams whom they distrust, the education has been taken out of the game before it has even begun.

Physical education is one of the few fields that actually accomplishes what I consider to be teaching. We probably do even more of this in our extramural and intercollegiate programs than in our activity classes. There are many subject areas that seem only to present materials, usually via the lecture method. If a student manages to understand the material, fine; if he doesn't, he fails. I am talking about classes where there is no effort to evaluate students' abilities and improve these abilities through individual and group methods.

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Sport implies competition, not cooperation with an opponent. When two individuals decide to compete with one another, they agree to play by a commonly-accepted set of rules, utilize strategy within the intent of those rules, and accept willingly the penalty for breaking them. Also implicit in this decision is a determination to try to win. To do less is to prostitute sport. A player may choose to rally the shuttle with the sole intent of hitting a few birds, but this is recreation. Eleanor Metheny, in her book, *Movement and Meaning*,[1] states:

> . . . Even though a performer may value recreation and a sense of well-being far more than he values his own score, he cannot shirk the task of making the best possible score while performing. The rules that permit him to achieve these integrative effects by focusing all his energies on the well-defined task also demand this score. If he does less, he is perverting the rules of sport and destroying the intrinsic pattern of the sport. . .

I do not wish to minimize the by-products of competing: the joy of a well-executed play, the exhilaration one may feel following a contest, the happiness of having played the game. Although these emotions may be only momentary, they often become more meaningful when verbalized following the sport contest. During the game, the players' prime concern should be to direct all their efforts toward the end product.

Values can be gained through losing, but during the execution of the movement patterns of the contest, each individual should strive to focus her total self toward the objective of the sport—that of winning the contest.

1 Metheny, Eleanor. *Movement and Meaning*. New York: McGraw-Hill, 1968.

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Leadership plays a key role in providing desirable ethical practices and behavior. The symbol of this leadership is the coach. Therefore, I will use the term *coach* to be synonymous with teacher, director, or anyone else who guides the actions of players.

Before a coach can teach ethical behavior she must have a deep understanding of what is good, just, and fair. She must be aware of society and the effects of change on the moral structure of the people living within that society. In effect, the coach must understand the individual and the forces of the society in which that individual exists. This realized, the coach can recognize the needs of the individual, relate to her within the scope of the player's understanding, and thus provide an atmosphere in which desirable character and personality traits may be developed.

The coach must be a desirable model for emulation, someone with whom players can identify. Dr. Ulrich states, "A woman's first risk in sport is that it poses a threat to her femininity." Perhaps this risk could be removed more quickly if the coach, as a model of emulation, exemplified feminine attributes in her own conduct. Concern for individual growth and the acknowledgement of the player's innate worth as a human being is another responsibility of a coach. She should encourage each player to understand herself and develop qualities of responsibility, initiative, self-control, and cooperation. Wise judgment should always be used in a player's behalf, especially during the stress of competition. This can be done only if the coach believes that players' welfare is more important than winning games.

Another of the coach's responsibilities is to recognize the psychological reactions of the participants and to understand their emotional reactions during a game. Players are frightened and excited; sometimes in the heat of competition they say or do things they don't mean unkindly, but don't have time to make a proper explanation. This is all part of the stress of competition. The coach, however, must see that each individual controls her reactions to the extent necessary for acceptable behavior.

Imparting to players a thorough knowledge of the game is important, but a coach's job involves far more than teaching skills, strategies, and rules. She must help players learn to work together and to develop a spirit of team unity and loyalty. Here, each individual learns to share and to know her abilities and responsibilities. She learns respect for her teammates and opponents. By providing all team members with an equal opportunity to develop skills and knowledge while playing under established rules, and by sharing with each other the experience of competition, players develop a sense of loyalty, understanding of desirable behavior, and recognition of their own worth as well as that of other players.

It is the coach who provides the atmosphere, lays the foundation, sets the example, provides the guidance and leadership wherein young women who desire to test their talents against others have the opportunity to develop those talents and to understand values and ethical patterns of behavior which are wholesome and desirable.

REACTION TO C. ULRICH'S TALK

Having been moved by the speeches of both Celeste and Dr. Pullias, I feel that all we really need to do right now is walk up into the hills and reflect. However, as lead off reactor I am going to react to only four things that Celeste said.

First I must start off by agreeing and emphasizing that society must have a value structure in order to exist. There is no greater need in our society today, than the need for a bedrock of values. They are the foundation for all our actions. Students today are willing to risk—their reputations, their jobs and their diplomas, but they don't have a clear cut idea of what is worth this risking.

They are looking for sincerity, for genuineness, for a facing of reality and doing away with unfulfilled promises, they are looking for meaning in life. They want us as teachers to have some ethics against which they can test their own ethics and so evolve a set for the world of tomorrow.

Ethics are concerned with the good and the right. Some things are good for their own sake and tend to be universal values and some things are good as a means to an end and therefore tend to be more situational. Rules and policies fit the second category. They are present so as to make play more fun, more worthwhile, more equal—to set the limits of the game itself. Getting around rules has the opposite effect—it tends to make play less fun, less worthwhile, less equal—in fact to make it a different game.

My second reaction has to do with Celeste's mentioning the fact that the female sportswoman must possess "male-oriented" characteristics such as being tenacious, brave, aggressive, daring, self assertive and hardy. I doubt that any of us would disagree with this evaluation. But, perhaps women have something of their own, some female-oriented characteristics to give to sport. Perhaps in sport there should be more sensitivity, more compassion, more concern for what is right for all. Perhaps that is why we women in DGWS are constantly discussing standards and policies—because we realize in our "womanliness" that this is vital to sport and society. We can only make this contribution to sport by insisting upon following what we feel as women to be right.

Ethics are based on bringing out the best in humans, in developing their highest potential. Your proudest moments as a teacher and a coach come when you see your students living up to their greatest potential, seeing the forward line drive down the field to score when they're complete-

ly beat, or seeing a player pick up a fallen opponent or acknowledging a mistake when it can mean losing the game. I remember a hockey game once where we were tied with a strong opponent and our girls were fighting at the mouth of the goal and finally the ball went in and the official blew her whistle signifying a goal, but one of our inners quickly raised her hand and said "I was in the goalie's way in the cage—it shouldn't have been a goal." My first reaction was "why on earth don't you keep quiet and let the official call the game?" However a few minutes later I was so proud and pleased that that player had put what was right before a score. Man is at his best when reaching beyond his grasp. This is perhaps why mountains have always provided a challenge to man. There are mountain-top experiences aplenty in sport if we help our students to reach their highest potential.

What is sportsmanship, cheating, fairness? Ethics is concerned with that most ethical of things the spirit. And just as the best things in life are hard to define and measure so the best thing in sport is hard to measure—"spirit of the game."

What is the "spirit of the game"? First it is a game, not a matter of life and death. The consequences are temporary and the results not critical. Because of this mistakes can be made and learning can take place without drastic penalties. Games are fun. In order to be fun the competition should be nearly equal and the outcome should be mainly in the balance (you're not risking anything if you know you'll be beaten every time). This balance should be tipped due to the superiority of the players in these attributes which epitomize that game such as specific skills, positioning, speed, endurance, desire. The scales should not be tipped by extraneous factors such as the officiating, the conduct of the spectators or by stacking the cards or the players before the game. Finally the players should like themselves and their opponents when they're finished and have a feeling of euphoria whether they won or lost. The spirit of the game is the only thing in the game which is lasting—it is what you and the player remember years hence. Fairplay enhances the spirit of the game, cheating destroys the spirit of the game.

The ethic of Western societies is perhaps the Judeo-Christian ethic of concern for others. When this is carried into the game situation the result is good sportsmanship. Concern is mirrored in concern for one's opponent and a desire not to take unfair advantage. Willie White's asking that an English runner not be disqualified because of her confusion as to track markings at Madison Square Garden is that kind of sportsmanship. If the line between cheating and game strategy is still fuzzy examine your motives for putting in a certain play, is it to outsmart your opponents or to take unfair advantage of the rules? If the line is still fuzzy you might use a more pragmatic approach and say "would I be proud to announce this to everyone?"

PROGRAMS
PROBLEMS
DIRECTIONS

INTERCOLLEGIATE SPORTS FOR WOMEN PRESENT PROBLEMS AND FUTURE DIRECTIONS

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Paper presented at the
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Intercollegiate sports programs have always held a fascination for women, probably because they were prohibited to us for so long. Perhaps not prohibited exactly, but so circumscribed by prejudice and tradition that no one openly admitted to encouraging or engaging in this form of competition. It simply was not acceptable for women to develop a high level of skill and compete against other women with equally high skill development. We were a little inconsistent with this point of view on occasion. Remember our field hockey clubs—the distances we traveled each weekend to play, our regional tournaments with three games a day and our national teams? There may be a few persons around who remember the beginnings of the golf tournament some 28 years ago when the woman who started that tournament was professionally ostracized for her efforts.

Today the picture has changed dramatically. We talk openly of the won-lost records of our teams and take personal pride in the accomplishments of our women athletes. This is a much healthier attitude and reflects our acceptance of the philosophy of providing opportunities for the highly skilled girl which is, of course, what intercollegiate athletics is all about.

The excitement of intercollegiate sports for women cannot be denied. We're receiving attention that we never had before. Pictures are appearing in the newspapers. We're being interviewed on TV. The results of our contests are being reported on the sports pages. We're even having to build trophy cases to display the hardware our women are collecting. This is in direct contrast to what most of us are used to. No one but us ever got excited over the news that the 9 o'clock basketball class beat the 10 o'clock class 15-5.

Our enthusiasm for intercollegiate programs is understandable. For so long we believed the stresses and strains of all out physical effort were somehow harmful to women and it is a welcome change to know that this is not the case. It is exciting to watch graceful, highly skilled women going all out to attain the goal they seek.

Our research on women in sports seems to support a more realistic view of women's capabilities. The few energy cost studies which have been

completed indicate that women are capable of a great deal more in the way of endurance, strength and all out efforts than we previously believed. Researchers have found no evidence of physical or physiological harm in women who participate in highly competitive activities. We are still collecting evidence about the effects of highly competitive sports on the personality of women but to date we find no major deviations when we compare women athletes to women who do not engage in sports. Socially and culturally the barriers against women in sport seem to be disappearing. In fact, so far as we are able to determine there is no research evidence that would negate our offering intercollegiate programs for women.

It seems clear that the one thing our research has not shown and about which we do need specific knowledge is the positive effects of competition on girls and women. It is not enough to know that negative effects are negligible, we must know what the positive values are for these programs.

In the many speeches given and articles written about the importance of providing opportunities for the highly skilled woman, each speaker or writer has stressed the importance of developing a unique or new approach to women's programs in order to avoid the mistakes that have been glaringly apparent in men's intercollegiate programs. The men themselves have urged us to be creative in these matters.

It appears to be very difficult for us to conceive of new ways of solving old problems. I wonder why we can't become innovative in the field of intercollegiate sports just as we have in other aspects of the physical education program. I am convinced that unless we can find new solutions to these old problems women's sports will become a pale replica of all that is undesirable in men's sports—a fate that in the 1920's led to complete rejection of these kinds of opportunities for women.

The future of intercollegiate sports looks promising. The enthusiasm on the part of women participants and our professional teacher-coaches is high. Research tells us we aren't causing any harm. Competitive opportunities for women are increasing at all levels. So what are the problems associated with intercollegiate programs for women?

The problems do not lie in the larger concepts of a philosophy which embraces intercollegiate sports for women but rather the problems come to the surface when we get right down to the details of how these programs are to be conducted.

Our philosophy must not only include the possibility of intercollegiate programs but it must also be our guide for making the hard decisions about recruitment, eligibility, scholarships and all the other problems associated with the conduct of intercollegiate programs. Our hang-ups come because we tend to subscribe to one kind of a philosophy but practice quite a different one.

What do we believe? If we think giving money to women because they have athletic ability is basically an unsound procedure then let's say so

and let's completely eliminate scholarships to women athletes. If we believe the social outcome of highly competitive athletics is not a desirable or appropriate goal and can be better accomplished through other channels then let's say so openly and let's forget social hours. If we believe the only purpose for playing the game is to win a national championship then let's say so and let us strive to produce nothing but national champions. If we believe gate receipts lead to abuses and commercialism let's say so and prohibit any consideration of this as a source of revenue. If we believe the giving of awards is inconsistent with our stated goals then let's eliminate awards entirely—even the symbolic ones.

I don't happen to subscribe to all these extreme points of view but the point I want to make is that we must determine what we do believe and then build our programs accordingly. Confusion, distrust and disillusionment result when we say we believe one thing but our practices reflect quite the opposite. Whatever we decide our stance to be, let's be sure we are consistent with what we say *and* with what we do.

Let's take a look at some of these problem areas. We may find that we need to look at some of these areas in a little different light than we have historically.

Let's start with recruitment. For many of us our first reaction to the term is a negative one. I wonder why because we all recruit and we have done so for years. We don't call it recruiting but that's what we've been doing. We call it various things such as a high school sports day, a career day, a clinic or a workshop. We invite to our campuses high school juniors and seniors and preferably only those girls who are interested in majoring in physical education. We see nothing wrong with this practice do we? We ask our graduates to be on the lookout for talented girls to send to their alma mater. Do we disapprove of this kind of recruiting? Apparently not, but now that we have intercollegiate teams and we begin to look for girls with special talents recruiting takes on a different meaning. I don't know of an institution in this country that doesn't attempt to recruit superior students, —superior in all aspects of collegiate life. Are we women really opposed to recruiting or are we just opposed to any recruiting practices which go beyond what we have traditionally engaged in?

The problem of recruitment leads immediately to another and even more difficult area and that is the athletic scholarship.

Scholarships used to be awarded to those persons with superior cognitive abilities as measured by paper and pencil tests of recall. Only a few scholarships were available and it was a high honor indeed to possess one. Now we find a great variety in the number of scholarships available and the person who goes through four years of college without some sort of scholarship, grant or aid is the exception rather than the rule so it seems.

I suspect that what we dislike about athletic scholarships is the prospect of buying talent and vying with one another to induce a talented student to chose my school over another. We object to paying people to play. This

violates a deep seated notion we have that people ought to play for the sheer joy of the activity and not in anticipation of monetary rewards.

How are we going to finance these intercollegiate programs? Obviously our meager recreation budgets of the past on which we ran our intramural and sports day programs will not suffice for intercollegiate programs.

The principle of using a percentage of student fees to support student activities is well established on most campuses. This would be a logical place to start. The argument against using student fees which one is likely to hear, does not appear valid to me. The argument says we are seeking funds for a relatively small number of students and we are taking money collected from the entire student body, which is not fair. I would disagree. Monies from student fees help support all kinds of student interest groups.

We recognize differences in interests and attempt to provide opportunities for the varying interests of the student body. The request for support of women's intercollegiates is but another example of an interest group.

A second possibility for funding is the women's physical education departmental budget. If the program of intercollegiate athletics really provides a meaningful educational experience then the expenses should appear under "Instructional Costs" on departmental budgets. This then places the intercollegiate program as an integral part of the physical education curriculum which is where many people feel it belongs.

Much of the support for the intercollegiate programs as well as the intramural programs comes from the departments of physical education for women anyway. This support is in the form of equipment, supplies, facilities and most importantly, leadership. These are not small items. There are some hidden dangers here which every administrator recognizes. We cannot and should not expect to simply add to the work load of our women faculty members even if they are willing to take on the coaching of a team.

A third source of income is gate receipts. Many cringe when this is mentioned. We seem to equate gate receipts with all kinds of undesirable practices. Certainly I would not deny that such possibilities exist but neither can I assume that all Pandora's evils will descend on me if I sell or buy a ticket to a women's sporting event. Perhaps gate receipts can be a legitimate source of revenue without ruining a program. I would not like to depend solely on gate receipts to support my intercollegiate program.

There are some other difficult areas of concern in the intercollegiate program besides recruitment, scholarships and finances. We ought to mention awards. We've argued this question for years and neither side has convinced the other. I think the Commission has solved the problem quite well for its national tournaments by providing a symbolic award which is to be similar for all tournaments. It would be nice if we could determine our stance on this question so that we could devote our attention to other things. Perhaps we need to go back to our basic beliefs about the purpose of competition for our answers. Do we really believe individual participa-

tion is increased by the possibility of receiving awards and if this is so is it really a "bad" motivation? Frankly I can't see much danger in a situation in which awards will be overemphasized. We won't have that much money in our budgets for a long time to allow us to purchase expensive awards.

There are a couple more problem areas which are deserving of mention. They are eligibility and amateur status. The Standards statement is fairly clear on these points. In our programs we want to deal only with the amateur. Yet the distinction between amateur and professional is increasingly difficult to determine. It's hard to think of a college woman who officiates an intramural game for pay as a professional. And what about the Olympic Gold Medal winner—is she an amateur in our book and should she be allowed to compete at our level of intercollegiate events? All sports governing boards can and do establish their own definitions of amateurism. About the best we can do is to be aware of these definitions and give guidance where we can. But let's be careful that we don't ignore these other definitions just because we don't agree with them.

As far as intercollegiate eligibility is concerned we tend to look back at our historical viewpoint which said in effect, if you do well in your academic work you may then play on our teams. Is this what we really want? Are we concerned that only the academically average or above average student be allowed to participate and are we saying conversely, the academically inferior student should not participate? Or are we justified in this regulation by saying that we are protecting the student by seeing that she takes care of her most important responsibilities first—that is her academic work. How does this square with our professed belief of a sport for every girl and all the values sports are supposed to hold for the participants?

Our standards say that our participants must be "enrolled as full time undergraduate students who maintain the academic average required for participation in other campus activities at her institution." Again, our philosophy has not permitted the bringing to our campuses of athletically talented individuals who are not students. This is why we establish eligibility rules. But are these reasonable in light of the kind of academic world into which we are moving and in fact, in which we are living today? Are the rules and regulations which have governed men's sports for years the kind of rules and regulations we wish to follow as we develop intercollegiate sports programs for women?

We must dare to be different. We must see the problems in their true perspectives and we must know what we believe. We must anticipate the direction of growth rather than accept the patterns of the past as the only solutions to the problems of today.

My assignment was to present problems—your assignment is to find the future directions. One of the reasons you are attending this conference is to pool your expertise and come up with new solutions to assist all of us in pointing the direction for the future.

I should like to close with a fable entitled the Hare and the Tortoise. The rabbit and the turtle were having a race. The rabbit was so far ahead he lay down to take a nap. When he awoke he discovered that the slow moving turtle had passed him up and was crossing the finish line to win the race. I suggest there is a moral to this story that may have significance for us. I was one of the rabbits in the race for increased intercollegiate opportunities for women a short while ago but now I think I'm on the turtle's side. I believe firmly in the necessity and desirability of intercollegiate programs for women but I don't want to dash full speed ahead, ignoring obstacles and making expedient decisions which I regret later. I would prefer to go more slowly and carefully so that we can build a philosophically and educationally sound program of which we can be justifiably proud.

INTRAMURAL SPORTS FOR WOMEN

Helen Spencer
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No form of participation in our area of education requires as many immediate decisions to be made as does intramurals. I know of no other physical education program that has received more abuse than intramurals. Until a few years ago, all the relatives (safety, recreation, health, intramurals and varsity athletics) were blood sisters. All accepted the same home. All lived with physical education. I consider that intramurals have had the worst of it. All the others have claimed stepchild treatment, but at least they were stronger, or older, or healthier, or more attractive, or (better yet) courted by some other branch of the family. No one considered adopting intramurals. We thought we had a Cinderella crying the Wellesley motto—"to serve, not to be served." She was a little plain, rather a drag, yet expensive just the same. In the true meaning of the expression—"you could dress her up, but you couldn't take her out any place." Let me state that maybe we have here a case of real usury.

I am wondering if some of the grand, old women of our profession intentionally and mainly established serious intramural programs to divert interest away from the varsity programs. I am also wondering (meaning no disrespect to those fine women) if such a move gave more comfort to the adults, than it gave protection to the girls. Perhaps the old girls shared the same dream that J. B. Nash and others had. They dreamed of a triangular formation. The broad base of concern for physical education was on the

bottom, and a small bit of varsity was on the top. Thousands shared that dream. It was a beautiful dream, but it did not materialize. Now it is not a dream—just part of the history of physical education.

While considering usury, I would be less than honest not to mention that the request of the Division of Men's Athletics, to have DGWS join with them in the formation of the National Intramural Sports Council, caused me to consider the possibility of that horrible practice. DGWS already had an organization structure for WAA's and GAA's. While there was no organization for elementary level intramurals, the National Intramural Association was thought to have the corner on all other intramural programs. The DMA alone was without intramural emphasis. Nevertheless, the co-ed approach may have been justified and may prove to be a very wise move in the long run. It appears that the women are not to be "used" - not in NISC anyway.

NISC has uncovered the interest of the Recreation Division in intramurals. Would it make a difference if, in the restructuring of AAHPER, it were decided that intramurals belong to recreation and not to physical education? There is logic to this, and many have asked why the NISC project was not placed in the Recreation Division? After reviewing the purposes, goals, and activities of the present women's programs, recreation seems to be a most suitable home for them.

At the National Conference on Total Campus Recreation held in Washington, D. C., in January of 1968, the recreation people were positive that intramurals would be more appropriately located in recreation than in physical education. There is good reason for the intramural people to "swing over."

One of the recommendations of the Recreation Conference, for the total campus recreation coordinator, was:

> "The coordinator of this advisory body should be identified with the administrative level of operation having the prestige and influence that will insure effective cooperation and coordination, preferably a vice president."

There you have it—a lesson the men learned from their colleagues who serve as athletic directors. Get next to the top man. On many college campuses, the A.D. reports directly to and only to the president. The goal is to shorten the gap, cut through those waiting in line, forget the channel of communications, create a new slot. It seems like a good idea for those with similar interests to group together. However, as a segment gets farther from the top and farther from the money, the idea doesn't seem too good after all. Talk about responsibilities does not mean very much unless there is accompanying talk about authority, and evidence of sufficient financial support to match the responsibilities.

The physical educators take a dim view of the decentralization of authority and facilities. Their long struggle for adequate budgets leave them appalled at a developing recreational philosophy which maintains that fa-

cilities being available in the broadest sense means that the buildings are available to accommodate the students' leisure. Unstructured activity and free play are old terms, but encouraging a philosophy which insists on space being available for "drop in" students is very disturbing to physical educators who are crying for space for required programs.

Another home is now willing and able to accommodate intramurals. This is the Student Union. Both recreation and student union officials are eager for a master's degree with a specialization for campus recreation managers. Along this line, we must come to grips with the variety of activity clubs found on the campuses. They do not receive much attention until they become important, and they become important when they require money. Too often, when a club moves, the leadership, the student interest goes with it, and those who nurtured them in the first place are without both. When the intramurals and the varsities must share funds, it is difficult for those representing intramurals to remember that the intent is to aid intramurals, not to degrade the varsity. Whereas varsity participation encourages the selection of freedom for those who have top ability, intramurals foster the concept of equality of opportunity for all who wish to participate. When varsities and intramurals are housed in the same structure, there are compatible yet conflicting elements. To the extent that you have one form of participation, you cannot have the other. It is interesting that there is forever this great desire to give evidence of a high degree of participation in the intramural program. Yet, there still is embarrassment and whispering about abundant varsity participation. Do you suppose we treasure equality more than freedom? We are in a bind. The team sports, which are losing ground, may become the only activities which other departments will not want to sponsor. It was a mistake not to require a high level of skill performance from the girls in their class and in intramural programs. Perhaps we should look towards an expansion of women's varsity participation as a key to enhancing and enriching the other women's programs.

The college girl has too much to do and too little time in which to do it. Why should she participate in a program which requires nothing of her and gives little to her? While physical education women are notorious for their organizational and administrative skills, it is questionable that these skills can entice girls to the intramural programs. Good administrative ability on the part of others is not the key to a student's selection of extracurricular activities.

Now is the time to determine what is the key to a student's selection of extracurricular activities. Now is a time for the would-be coaches to remember both freedom and equality. Now is the time of freedom in our programs, intramurals represent equality of opportunity. Now, before the involvement is out of hand, is the time to make decisions. Now is a time to decide on a home for intramurals. "The heart is still aching to seek, but the feet question whether."

A MOUNTAIN AND ITS MARKINGS

Phyllis Bailey
Ohio State University
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Islands in the sky, peaks that soar—that is precisely what mountains are. I cannot resist the temptation of comparing a recreational sports program to a mountain since they share in common certain characteristics. As we begin to contemplate a mountain, we can be sure that some people will simply sit at its base and ignore its height. Others will enjoy the floor of the mountain valley for picnics, sunbathing, or viewing. But most people will climb it, at least part way.

Seven main trails lead to the mountaintop, although these are not the only ones. In many cases, small loop trails may lead off, and new loops should continue to be constructed. Other major trails for the future are already on the planning boards, and some campus communities will need to construct these sooner than others. Some of the existing trails are still being improved so please watch your footing.

The first trail is the *open recreation* or *drop-in trail*, which enables a student to come when she chooses, pursue the sport activities she wishes, and play with a casual air or in great earnest. This program meets individual interests and is designed for the majority of the students.

Although this program operates best when it has use of a separate recreation or intramural building on campus, the lack of such a building is not a legitimate excuse for skipping it. Since it takes time for women students to become accustomed to stopping by to play, we must be willing to provide that time by establishing hours in which facilities are available and keep the hours constant. We must have patience and not become upset if a facility is unused at the very time we need space to conduct an extra class or practice session. If we believe this program is worthwhile, we must give it time to develop.

We have always been concerned about keeping facilities full. We have walked into the gymnasium and upon finding four girls playing, our thoughts probably have turned to making plans that would involve more students. Have we perhaps forgotten what pleasure those four girls were having? Or did we stop to think that others might drop by and join them? Did we consider that the four students might be happy to find this relief from the crowd, of which they were forced to be a part most of the day?

The *intramural tournament trail* is a well-trodden and well-established one which provides competitive sport experiences for the masses of women students. Such competitive contests can fulfill needs for individuals at several different levels of performance skills, and if we believe that com-

petition is good for one group of performers, we must support the thesis that competition can be good for other groups.

I find no logic which suggests that women's intramural competition is useless, while at the same time contending that women's intercollegiate competition is vital. If intramural sports competition is declining, it may be because it is run at the same pace used 20 years ago. Try shortening the length of a tournament. Then take advantage of the facilities freed by this shortened length of time to develop a greater variety of competitive events. If different tournaments were introduced every three or four weeks and events dovetailed, the whole array of tournament packages might appear more inviting to students. Try dispersing throughout the season one-day tournaments, in which a student is asked to compete by giving only one or two hours of her time. Add new gimmicks occasionally to change the appearance of the tournaments.

Combining events into a larger special feature may be successful. On our campus, we combined the tournaments into a week of competition, gave it a clever name, and offered an unusual trophy. It was a success. Between 700 and 900 women students participated enthusiastically in five days of activities involving 15 different sports.

The next three trails are those phases of the program which closely represent most community recreation programs. The trails on this part of the mountain offer possibilities for reaching other campus groups, with the hope that once students participate and enjoy these activities, they will more readily join comparable community groups after graduation.

First among these is the *recreational sports club trail*, which provides both sport and social participation. Members join the club to play and to become acquainted with other members.

Individuals sincerely interested in a sport want to improve their skills. Therefore, the club adviser should be ready to give both individual and group instruction at the request of club members. The sport's emphasis centers upon competitive events within the club group. Although contests should vary and handicap systems used so that everyone has a chance to win, some contests should be planned that enable the best-skilled to excel so that they also may find satisfaction in the sports club.

As the season progresses and the members have competed against each other several times, the better-skilled players will want to pit their ability against players from other groups. It is then that competition among club members from different colleges and universities begins, thus forming an extramural sports program. The extramural portion of this program never was, and must never be allowed to become, the club's main purpose.

The trail markings of the club programs in many cases have been seriously damaged because they have been mistaken for the trails of intercollegiate competition. Although the regularly scheduled meeting time, the instructional aspect, and the contests with students from other campuses are common to both programs, each has different purposes. Think for a mo-

ment about the structure, purpose, and activities of the ladies' clubs at the local golf course and bowling lanes. These groups are among the recreational sports clubs of the community. Think about the adaptations that should be made to provide a similarly exciting program for college students, and then formulate the recreational sports clubs for your campus community.

The trail of the *recreation sports director* is short but of vital importance. These are the days of mass classes, mass meetings, and huge living complexes. Students find themselves forced to follow a life based upon highly structured patterns. It is normal that one of their reactions is a desire to decide what they want to play and how they want to play it.

Add to this the resident hall life of today. On the large university campuses today, students really live in hotels. On my campus, there are resident halls that range from 11 to 24 floors and house from 600 to 1,000 students. If this is the situation on your campus, and students want to "do their thing," why not adopt the "resort hotel" program by establishing an office for a recreation sports director in each resident hall. The director should keep regular office hours during the entire school year. She should publicize all sports programs offered, and interested students could sign up for all events through her. In addition, students who wanted special sports events for their resident hall could go to the recreation sports director and arrange for equipment and facilities. Taking our service to the students is another time-saving device which might encourage more women students to participate.

The trail of *recreational sport classes* might well be dubbed the trail of campus public relations. Since our responsibility is to provide recreation, why not offer sport classes just for fun, for the women of our faculty, staff, and student body? The classes would provide an opportunity for them to learn, enjoy themselves, and make new friends. Certainly, no harm and much good can result from these three groups mingling and enjoying each other's company. Every situation which enables students and faculty to demonstrate how much alike they are as human beings helps release tensions within the campus community. Registration fees could cover all operating expenses of the program except for the administrative personnel, who would establish and oversee the program.

Certainly there must be a trail for *co-recreation*. On California campuses, this trail will be a main thoroughfare, while in the Midwest it will probably be a side trail. The co-recreation program should be developed in addition to, not rather than, any of the other trails, all of which serve different purposes. The administrative responsibilities for co-recreation should be shared by the men and women in every respect.

The last trail leads directly to the summit of the mountain—the trail of *intercollegiate competition*. Those beginning this trail should first acknowledge that if they expect to meet the challenge of reaching the summit they should have a high degree of skill and dedication. The participants must commit themselves to a regular schedule of participation in-

volving many hours of hard practice and concerted effort. However, no matter how skilled and dedicated a player may be, she cannot become a champion unless she has the self-confidence to know she can be a champion.

Many of the problems facing the intercollegiate program could be minimized if the athletic department staff decided whether they wanted an intercollegiate program, an extramural program, or both. The national association, through DGWS, also needs to aid in such decisions. How can we suggest that we are conducting national championships when quality of performance is not an established standard?

The greatest visibility to provide a full-scale intercollegiate program for women is afforded through national championships. The dedicated effort of the DGWS in promoting championships has been admirable. However, many more of us should be involved in completing the intercollegiate trail. State and regional tournaments should be established as a gateway to national tournaments. Such labor will require considerable time and money.

Herein lies our challenge, our mountain. Let us continue to re-evaluate, to reconstruct, and to rebuild the trails of our mountain in such ways that students not only find enjoyment for the moment but learn the potential trailways they may pursue throughout adulthood. Let us make the program of our mountain so stimulating that individuals will be self-motivated to apply their sports knowledge and skill on other recreational mountains.

REACTORS

Mary Bowman
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Can the seven trails be implemented on college campuses today? All of them are acceptable and worthwhile. However, the fundamental key for the implementation of these programs is personnel. In the present academic situation, the first six trails should be classified as non-instructional. It would be improper to include them within the academic departments of the institutions because the departments are assigned faculty on the basis of student-faculty ratios or credit-student-faculty formulas.

Therefore, if one wished to incorporate these six programs into the college or university environment, several courses could be taken. For ex-

ample, the non-instructional programs could be withdrawn from the academic department of physical education and a separate college recreation service department with its own funds, facilities, and personnel could be established. A second method which might permit implementation would be to retain the recreation services within the scope of the physical education department by appointing a nonacademic staff to direct the sport programs. A third alternative would be to alter the basis for awarding faculty to departments and to change promotion criteria.

The seventh trail, intercollegiate sports, fits into the instructional program. Its position is precarious and depends upon whether it remains truly an educational, teaching-learning program or whether it becomes an entertainment function and public relations tool of the college. As an instructional program, facilities, funding, and staffing should be a function of the physical education department. Staffing again becomes a fundamental issue. Unless departments recognize coaching as a teaching responsibility and not as released time or extra pay for "moonlighting" duties, exploitation of personnel will be the outcome.

Jackie Hoyt
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The term *extramural* has several meanings. I am not convinced that the statement in the DGWS publication, *We Believe*, is the best functioning definition for extramural competition. Perhaps the confusion over the word *extramural* indicates the need for a revision of the statement. We have considered the existing definition in the development of our extramural program. The forms of extramural competition include sport days, telegraphic meets, invitational events, and intercollegiate programs, thus including *all* of these programs as part of the extramural program.

Phyllis Bailey spoke of seven recreational sport trails. Although the first six trails can be considered "recreational sports," I believe the seventh trail belongs to another sphere. The term "recreation" cannot be used to describe a program which involves coaching, training, leagues, and scheduled games. This program, in my college, is part of the instructional program and, by providing various sport activities within this program, we are providing for the needs of the highly skilled girl who chooses to commit herself to the top of the mountain. If we, as physical educators, do not provide these opportunities within the educational structure, we are responsible for the accidents which might occur on the trails that our college women follow outside of the educational setting. If we do not establish this trail we are also denying ourselves the opportunity of teaching at its highest level.

Trail three, which leads along the recreational sports club trail, is the only trail which provides extramural experience. The purposes of this program were described as social and sport participation. It was also mentioned that the extramural portion of this program never was, nor should be, allowed to become the main purpose of the club. Does this serve any purpose? Could a club or team threaten the existence of the intramural program by competing against a team or club outside of the college or university? If the members of a recreational sports club desire a higher level of competition than the one existing within their group, is there opportunity for them to move from the recreational sports club concept to the level of an intercollegiate team? And, if they are allowed to do this, does the group return to a recreational sports club the following year?

INVOLVEMENT—
INTERRELATIONSHIPS

UNITED STATES LAWN TENNIS ASSOCIATION

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In 1964, a tennis questionnaire was sent to 288 colleges throughout the United States (Alaska excluded).[1] Of those polled, 233 (81%) responded. The survey indicated that 62% of the colleges had tennis teams, 66% employed tennis coaches or advisors and 56% had players who participated in state, section, or national collegiate tournaments. In addition, 58% of the schools offered financial assistance to students competing in these tournaments. These results indicate the widespread popularity of tennis. A similar survey will be conducted in 1970 and it is probable that the percentage will be greatly increased.

There are opportunities for college women to participate in state or sectional tournaments, and in the USLTA Women's Collegiate Championship, which was officially recognized by the USLTA as a National Tournament, in 1958. Any women student who is presently enrolled as a fulltime undergraduate student in a university, college or junior college, and is approved by her college as meeting its academic requirements and meets the Commission on Intercollegiate Athletics for Women standards for competition is eligible. Since 1963, this championship has rotated every two years to a new location. From the original site in St. Louis, the tournament has been held at the University of North Carolina at Greensboro, Stanford University, and Carleton College, Northfield, Minnesota. Currently the tournament is being held at New Mexico State University in Las Cruces.

The goal of most competitive tennis players is to play in one of the international championships. Probably the most difficult task for a player to achieve is to play in the All England Championships at Wimbledon, England. This tournament is limited to ninety-six women and 128 men who come from all over the world to compete.

For women tennis players there are presently two international trophies open for competition, the Wightman Cup and the Federation Cup. Wightman Cup competition is limited to Great Britain and the United States. The Federation Cup, the feminine counterpart of the Davis Cup, is open to all member nations of the International Lawn Tennis Federation. Three matches, two singles and one doubles are played during the span of one week and in the same location. In the seven years that the Federation Cup has been in existence, Australia and the United States have dominated the play.

[1] Catherine Sample. "Survey on Status of Tennis", (Unpublished paper), 1964.

The USLTA, founded in 1881, "is a nationwide, non-commercial membership organization devoted to the development of tennis as a means of healthful recreation and physical fitness and to the maintenance of high standards of amateurism, fair play and sportsmanship."[2] The executive secretary (appointed last year) and the office staff in New York are the only paid members of the association. There are, in addition to the Executive Committee and delegates at large, sixty-eight committees.

The committees which you people might be most concerned with are: the AAHPER-USLTA Joint Committee, the Junior Development Committee, the Women's Collegiate Championships Committee, the International Play Committee, Rules and Discipline Committee, Women's and Girls Advisory Committee and the Women's Coordinating Committee.

The function of the AAHPER-USLTA Joint Committee on tennis is to propose and implement plans and procedures for improved teaching and promotion of tennis in schools and colleges. For the past three or four years the Lifetime Sports Education Project of AAHPER has worked closely with this committee and been very active in conducting workshops for teachers. In the past year alone over $30,000 was spent by the Lifetime Sports Education Project to conduct leadership clinics in Wisconsin, Illinois, Georgia, South Carolina, Florida, Puerto Rico, Louisiana, Tennessee, Kentucky, Michigan and Indiana with follow-up clinics in an additional twenty-one states.

The Junior Development Committee is one of the most active and one of the largest committees of the USLTA with thirty-five members. All sectional chairmen are also members of this committee. Each section has a chairman for junior development. Part of the membership dues of all adults as well as junior players (under 19) is spent on junior development.

The Women's Collegiate Championships Committee is under the chairmanship of Mrs. Monroe C. Lewis. The committee's purpose is to encourage participation, to establish policies and make recommendations. Further, it sets standards and eligibility rules and provides guidelines, information and procedures for the conduct of all USLTA sanctioned college women's tournaments. The committee must approve any major changes in tournament policy and then recommend these changes to the USLTA. They also select the new location of the National Collegiate Championships every two years.

The Women's and Girls Advisory Committee has as its main function the promotion and welfare of girls and women's tennis (including its problems) within the United States.

The Women's Coordinating Committee has taken over the former Wightman Cup and Federation Cup Committees and deals with all aspects of in-

[2] *United States Lawn Tennis Association Official Tennis Yearbook and Guide*. New York: H.O. Zimman, Inc., Publishers, 1969.

ternational tennis play for women. There are two categories of tennis players recognized by the USLTA: amateurs and players.

> Any tennis player is an amateur who does not receive and has not received directly or indirectly pecuniary advantage by reason of (1) being reimbursed for reasonable expenses actually incurred by him in connection with his participation in a tournament, match or exhibition, or (2) being a recipient of a scholarship or other benefits authorized by his school (high school, college or university) which do not affect his eligibility as a tennis player for such school. An undergraduate or graduate student in regular fulltime attendance at a recognized high school, college or university, or a faculty member as described below, will not lose amateur status because of accepting employment as (a) counselor at a summer camp, or (b) an assistant to a teaching professional or (c) an employee or tennis instructor at a club of a sectional or district association of the USLTA, a city recreation department or its equivalent, or a recognized tennis patrons organization, or (d) an employee or tennis instructor at a club or establishment where tennis is played or (e) employment in a public junior development program.[3]

Remuneration for any such employment may only be on a fixed weekly or monthly basis and may not be on a lesson or hourly basis. This section does not apply, however, to an amateur who is ranked nationally in the first twenty. Regular full-time members of the faculty of a recognized high school, college or university may teach tennis to the pupils or coach the tennis team as part of their faculty assignments without affecting their amateur standing. The Committee on Rules and Discipline which formerly was called the Amateur Rules Committee is in charge of enforcing these regulations. However, any action taken must be done jointly with the president of the USLTA. Any such action taken against a player must be submitted in writing and approved by a majority of the members of the Executive Committee.

Financial status has been anything but stable. In 1967 the USLTA entered into an agreement with the Licensing Corporation of America and according to Mr. Kelleher, past president of the USLTA, "the contract between the USLTA and LCA assures the USLTA of sufficient funds to reorganize its administrative staff and organize an expanded program of promotion of the game at all levels and in all areas."[4] He hopes, with this sound financial base, to implement the following key objectives:

1. Elevate the importance of tennis as an elementary school, secondary school and college sport.
2. Increase participation in tennis at all age levels.
3. Generate increased tennis interest in broader income levels.
4. Create more news value in tennis as a sport.
5. Popularize tennis with spectators by increasing the rate of exposure through vast communications media from newspapers, television,

[3] *Ibid.*

radio, magazines and motion pictures to product packaging, labeling, promotion and displays.
6. Raise the level of playing skills for all age groups through clinics, tournaments and schools.
7. Increase the reservoir of players from which to choose those who will represent the United States in International Competition.

The most interesting thing about these objectives is the order in which they are listed. To elevate the importance of tennis and to increase participation at all levels have now become of paramount importance. This is most reassuring. Quoting from a recent statement from the current president of the USLTA, Mr. Alastair Martin, "The one goal of the USLTA that stands above all others is to induce more and more people at every age level to play tennis principally for their own health and enjoyment."[5] This seems like a very worthwhile endeavor. Let's see what we can do to help achieve it.

UNITED STATES SPORTS FEDERATIONS

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The following background on sports federations in this country is geared mainly to the United States Gymnastics Federation (USGF) because I have attended meetings of the USGF Governing Council as DGWS representative for the past four years. DGWS sends liaison representatives to the governing bodies of many national organizations concerned with girls and women's sports. Among these are the Amateur Athletic Union Committees, the Olympic Sports Committees, and the United States Sports Federations. Liaison representation does not, however, imply endorsement of every stand taken by an organization.

Although the sports federation movement really began in the early 1960s, the concept of a single purpose organization for each sport is not new.

[4] *Tennis U.S.A.* "U.S.L.T.A.–I.C.A. Accord–A Giant Step." New York: Popular Publications (December, 1967).

[5] *Ibid.*

Field hockey, lacrosse, volleyball, tennis, and golf are a few outstanding examples. The purpose of this type of national organization is to foster the development of a particular sport in the United States. Promotion efforts are made through individual, school, or club membership. The U.S. Sports Federation, however, is a federation of national organizations interested in either the competitive or the instructional aspects of a particular sport. Using USGF as an illustration, the voting membership of the governing council consists of the following organizations:

National Federation of State High School Athletic Associations
National Collegiate Athletic Association
National Junior College Athletic Association
The American Turners
The American Sokols
The National Association of College Gymnastics Coaches
The National High School Gymnastics Coaches Association
The American Association for Health, Physical Education, and Recreation

Members of the governing council are selected by the constituent organizations they represent. AAHPER has one male and one female vote on the council. The governing council is empowered to establish and direct the general policy of USGF and meets at least once a year.

The year-round business of the federation is conducted by the Executive Director and other personnel. Among them is the Assistant Executive Secretary. She is primarily responsible for organizing the Women's Committee, whose purpose is to promote gymnastics programs for girls and women throughout the United States, and at all levels of ability. This committee has worked closely with DGWS in formulating national compulsory routines and, most recently, a national judges' rating examination.

The work of USGF is centered in its national office in Tucson, Arizona, where there is a proliferous printing plant. Samples of recent publications are an *Age-Group Gymnastic Workbook*, with suggested progressions from ages six to 18; a *Guide for Competitions and USGF Rules*, both for men and for women; *National High School Gymnastics Coaches Handbook*; and *National Compulsory Routines for Girls*, a joint project of the USGF Women's Committee and DGWS.

USGF publicizes international gymnastics events and sponsors American tours of foreign teams such as the Swiss tour in January 1970. For the past four years, USGF has held a national congress for American Gymnastic Coaches. Immediately following the 1969 USGF All-Around Championships in Long Beach, April 1969, the first annual World Cup competition was held with athletes from Japan, Yugoslavia, Finland, and Canada.

The last portion of this report concerns a more sensitive and controversial area—the control of all amateur sports in the United States. Closed competition in high schools is governed by state high school athletic associations. Men's closed competition in college is governed by Conferences,

and by the National Collegiate Athletic Association (NCAA) or by the National Association of Intercollegiate Athletics (NAIA). Open competition in 12 sports, including basketball, gymnastics, track and field, and swimming, has been governed by AAU since 1896. The so-called NCAA-AAU feud is in reality a Federation-AAU disagreement about the administration and control of amateur athletics in the United States and the sanction of AAU and/or Federation for open competition in certain sports. Many of our top male athletes have been caught in the middle of this conflict and, as the level of women's competition rises, the possibility increases that they, too, may become ineligible for certain national and international events.

Although schools and colleges are concerned mainly with closed competition, many high school and college students are entering AAU or Federation events, particularly in track and gymnastics. Participation in a Federation-sponsored event may endanger eligibility for an AAU event in the same sport and vice-versa.

Fortunately for gymnastics, a workable solution has been found. A National Gymnastics Commission has been established with five members from AAU and five members from USGF. This joint commission is responsible directly to the International Gymnastics Federation. At its first meeting, the commission evidenced progress in cooperative effort. For example, the commission voted that to qualify for the 1969 Cup of the Americas (an international gymnastics meet), gymnasts must finish in the top six positions in either the USGF or the AAU National Championships.

The phenomenal growth of athletics in this country and in the world should indicate to those concerned that it will take a great deal of cooperation to insure high quality competition in sport.

Note: On October 30th, 1970, the International Gymnastics Federation (IGF) voted to accept the United States Gymnastics Federation as the official member organization from the United States and to exclude the Amateur Athletic Union.

AMATEUR ATHLETIC UNION

Laurine Mickelsen
Amateur Athletic Union
Raytown, Missouri

The Amateur Athletic Union (AAU) is composed of 250,000 volunteers, plus a paid staff comprised of an executive director, five administrators, and six secretaries. The function of AAU is to govern 12 sports on the national and international levels. The sports regulated by AAU which are of particular interest to women are aquatics (diving, synchronized swimming), basketball, track and field, gymnastics, judo, and luge.

The requirements for an amateur athlete to compete in international contests are: (1) amateurism, (2) membership in a recognized organization of the United States, (3) eligibility under the rules of a recognized American organization, and (4) United States citizenship. An amateur is regarded as "one who engages in a sport solely for the pleasure and physical, mental or social benefits he derives therefrom and to whom sport is nothing more than an avocation."

Closed competition involves groups that operate only within the framework of their own organization. For such events, sanction from the governing body which regulates the sport(s) involved is unnecessary. Open competition involves many groups, such as the YWCA, recreation department teams, independent clubs, and schools. As a safeguard, athletes who enter open competition events should be registered and receive approval from the official local governing body of the sport in which they engage.

Women college students who have attained professional status can compete in closed competition within the framework of their college program. If, however, the college enters into open competition, they cannot compete, nor can they be reinstated unless there are extenuating circumstances. AAU states that:

> When competitors of the various closed organizations come together in "open" competition, they come *under* the *jurisdiction, control* and *sanction* of the sports governing body in so far as that particular open competition is concerned. In order for competitors from the closed organizations to participate in *open competition*, they must meet the *eligibility requirements* as established by the national sports governing body in accordance with international rules and procedures. These sports organizations of restricted membership are fully *autonomous* in conducting "closed" programs for members of their groups. The sports governing bodies and the United States Olympic Committee assist individual organizations when requested and when possible. Any recognized organization may conduct special open competitions by agreeing to conduct such competition in accordance with the *established governing rules* and obtaining the approval of the national governing body concerned.

INTERNATIONAL SPORTS: COMPETITION AND GOVERNING BODIES

Roswell Merrick
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There was a time when Olympic victories were sufficient to establish the United States as the top athletic nation. From 1948 to 1968, this country consistently topped all other countries in men's track and field, men's basketball, swimming, and diving. Intermittent success was achieved in figure skating, rowing, shooting, weight-lifting, and yachting. Now, with more than 200 championship possibilities, the United States' successes are meager indeed. What has caused a reversal in our success?

First, there has been an improved effort by all countries, especially by underdeveloped nations, to produce champions. Because they realize that scientific and medical achievements often require many years to attain, the emerging countries try to gain more immediate recognition through excellence of achievement in international sport competitions.

Another reason for our decline may be attributed to the addition of sports in the Olympics in which the United States does not participate to any appreciable degree (for example, distance and marathon events for women, such as cross-country skiing and track). In addition, the United States lacks the financial backing, adequate facilities for practice and development of skills, and the personnel afforded to many of the other nations. Assistance from foreign coaches has been a boon. Contrast our situation with that of other countries. Many nations, for example, induct their outstanding athletes into the army, where they are trained on a full-time basis.

In Belgium, industry and business leaders have formed an Olympic committee which provides athletes with equipment, a food allowance, travel and training expenses, and compensation for lost salary. The Italians, who have 408 members on their Olympic staff in contrast to seven on ours, use the proceeds from their national lottery to finance their sports programs.

Before the Soviet Union enters an international competition, they research it thoroughly. Until recently, the U.S.S.R. never entered the world shooting championships. Before doing so, they employed a team of engineers to develop a rifle far superior to any other. The first time the Russians entered the international shooting, they won.

It is unfortunate but true that sport plays a part in the cold war. In a document on this subject, the State Department noted:

> . . . The communist countries have made major investments of both time and money in the development of what has turned out to be a

highly successful international sports program. Through their sports activities around the globe, the communists have sought to . . . establish in the minds of those witnessing the victories of communist teams a connection between the highly developed athletic capabilities exhibited on the playing fields and the political system which "produced" them.

Although it would be absurd to conclude that a sports fan impressed with communist athletic prowess is likely to embrace communism as a result, it cannot be denied that block successes in international competitions have contributed to an overall image of strength, competence and wholesomeness. The enormous and enthusiastic crowds, combined with the wide press coverage attendant upon communist sports appearances in many of the world's capitals, have helped to create an accumulation of goodwill towards the communist countries which, in the absence of serious political set-backs, is likely to work to their advantage.

Perhaps if the United States were to create a proper image by sending carefully selected representatives abroad, we could demonstrate to the people of other nations the best elements in our way of life.

Now let us consider another aspect of the international sport scene: the governing bodies that regulate international sport events. Each sport that is entered in international contests is represented by an organization composed of the official sports governing bodies from each country that participates in international competition. The responsibilities of the sports governing bodies are to:

- Determine a governing code
- Develop international rules
- Approve officials
- Administer all world championships, including the Olympic Games, Pan American Games, etc.
- Decide equipment to be used

Controversy has arisen between the United States Sports Federations and the American Athletic Union regarding how a group becomes a sports governing body. To understand the position of the American Association for Health, Physical Education, and Recreation (AAHPER) on this issue one has to go back seven or eight years. The National Collegiate Athletic Association, which at that time was inspiring the formation of the various federations, wanted AAHPER to become one of the co-sponsoring organizations of the federations. At the same time, AAU wanted AAHPER to increase its participation in various sport committees. A joint committee of the DGWS and DMA (Division of Men's Athletics) was formed to study this matter. After careful deliberation, the committee decided that since AAHPER's chief responsibility is to provide more and better sport experiences for boys and girls and men and women, both organizations had something to offer and AAHPER would join the efforts of both organizations.

As a result, AAHPER expanded its participation in the committees and is presently a member of various federations. Concessions needed to be made by the federations, which allowed AAHPER only one vote on the governing council. AAHPER felt since the federations were dealing with women's athletics, a woman should be represented on the council. Therefore, it was agreed that AAHPER would have two representatives on the governing council, but only one vote.

COMMISSION ON INTERCOLLEGIATE ATHLETICS FOR WOMEN

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The Commission on Intercollegiate Athletics for Women (CIAW) was conceived in January, 1966 during the DGWS Vice Presidency of Phebe Scott. The idea of the Commission was approved by the AAHPER Board of Directors in March, and the first Commissioners were appointed by the new DGWS Vice President, Frances McGill in April, 1966.

In June the three commissioners, Maria Sexton, Phebe Scott and Katherine Ley, the DGWS vice presidents and the consultant met for two days in Columbus, Ohio, to plan the function and the scope of operation of the Commission. Preparation for the beginning of the operation of the Commission continued until September, 1967. During the fall of 1966, Phebe Scott drew up a tentative operating code and Maria Sexton reviewed and revised the sanctioning procedures of the National Joint Committee on Extramural Sports for Women. Celeste Ulrich, President of the National Association for Physical Education of College Women and Phebe Scott, past vice president of DGWS prepared an article for the October 1966 issue of JOHPER explaining why the Commission was being developed, the cooperation of NAPECW and DGWS on the project, and the purposes of the Commission on Intercollegiate Athletics for Women. The article also announced that the Commission would officially become active in September 1967 and would begin soliciting bids for National Championships in January, 1968. During that fall a report about the Commission was made at each of the District Meetings of the Association for Physical Education of College Women.

In March, 1967, the Operating Code of the Commission was approved in principle by the DGWS Executive Council. The terms of office of the three commissioners were established and, late in the summer of 1967, the first edition of the *Procedure for Women's Intercollegiate Athletic Events* was published.

Also, in the summer of 1967 Betty McCue and Katherine Ley received invitations to serve on a National Collegiate Athletic Association Committee "to study the feasibility of setting up machinery to develop and supervise women's athletics."

The establishment of such a committee represented a sudden reversal of direction on the part of the NCAA which only a year earlier had expressed no interest in women's athletics. If the National Collegiate Athletic Association began to be concerned about women's athletics, the National Association of Intercollegiate Athletics, the small college group, would feel forced to take similar action. The Commission was at an urgent point in its development. To forestall action by the men's groups, it seemed best that they be made aware that the Commission for Intercollegiate Athletics for Women was operating and had a plan of action.

At its next meeting, October, 1967, the Commission pushed ahead its plans for DGWS National Championships and submitted a schedule to the DGWS Executive Council in November. The schedule of Championships was approved by the Executive Council and plans were made for a National Press Conference to be held before the National Collegiate Athletic Association meeting scheduled for January.

On December 7, 1967, Katherine Ley announced to the nation that the Commission on Intercollegiate Athletics for Women was in operation and that 6 DGWS National Intercollegiate Championships were scheduled for 1969-70. Gymnastics and Track and Field were scheduled for March and May of 1969 and Golf for June, 1969. In 1970 National Championships in Swimming and Diving, Badminton, and Volleyball would be added. The announcement received little notice. Few people seemed to realize what a momentous occasion this was for DGWS.

The responsibility of the Commission on Intercollegiate Athletics for Women is limited to one aspect of the total sports program encompassed by DGWS in that the Commission serves only college women. Specifically, its responsibilities involve:

- Providing a framework and organizational pattern appropriate for the conduct of intercollegiate athletic opportunities for college women. These patterns are to serve as models for state, district, and regional competitive units for college women
- Developing and publishing standards and guidelines for the conduct of intercollegiate events
- Sponsoring DGWS National Championships on a closed basis

CIAW is dedicated to providing *quality* competitive events by:

• Demonstrating quality at national championships, with the hope that the quality will diffuse to local levels

• Encouraging quality by putting an "approval" seal on plans reflecting CIAW standards

• Guiding and encouraging local, state, and regional groups when possible and when requested to do so.

CIAW supports local autonomy by encouraging groups to apply DGWS standards and guidelines to their events. Hopefully, local colleges and universities will establish control policies for their participants. As a national body, the Commission can exert control only on its own National Championships. Where local policies are contrary to national policies, the girls will not be eligible to compete in the DGWS National Championships.

The aim of the Commission is to develop a complete program for all levels of skill and all degrees of dedication and desire that may exist within individual participants. Each student must decide how much time and effort she will devote. Local groups must continue to build good practices and to provide quality events from the bottom up. The Commission on Intercollegiate Athletics for Women will work for the same goals from the top down. When they meet in the middle, there will be a complete program to offer college women who have the skill and the desire to continue competing in sports.

NATIONAL ASSOCIATION FOR PHYSICAL EDUCATION OF COLLEGE WOMEN

Marion Broer
University of Washington
Seattle, Washington

The National Association for Physical Education of College Women (NAPECW) is concerned with the promotion of "instruction, related services, and research in physical education within colleges and universities." Physical Education must relate to the total college program by providing a balanced instructional curricula and broad extracurricular programs to meet the needs of women at various skill levels.

NAPECW assumes responsibility for promoting a high level of instruction and is concerned that:

- teaching does not suffer because of the need for coaching skill on the staff
- the instructional program does not lack facilities and/or equipment because of the requirements of the extracurricular program
- the interscholastic program is not emphasized to the detriment of the intramural program.

Over the years, we have failed the students by offering only one choice for a major–teacher training on either the elementary level or on the secondary level. There is a great need for qualified women to carry on research in various areas of physical education. One of the concerns of intercollegiate athletics is that we have many hypotheses but little or no data to substantiate the hypotheses. If answers are to be found, the women in our field must be educated to seek them. This can be accomplished by developing a curriculum that fosters an inquiring mind, teaches diverse ways of approaching and solving problems, and provides an appreciation for all types of problem solutions, through which the women researchers can learn how to consider and apply the results of others' research.

We must develop curricula that will lead directly toward graduate work. If women are to contribute to the advancement of physical education in the universities, we must abandon the old idea that after receiving the bachelors degree all students teach at least a couple of years, then take a masters', teach again and finally go back to school for the doctorate. Their advanced study comes too late. They must be ready for university appointment with a cognate area of depth understanding at an earlier age. They must be encouraged to share, as soon as possible, their findings with their colleagues through the various media of communication available. Young men are ready for university appointments in their late twenties and women must be prepared at this age.

Further, with the interschool program expanding rapidly, there must be a curriculum to prepare coaches for the highly skilled and to develop individuals who will be competent to administer the program.

Also, what have we offered the student who might wish to specialize in the study of movement for his or her own liberal education? For that matter, few physical education departments in colleges have offered cognate courses that could be elected by majors in other areas of the university. Certainly there must be a curriculum for the elementary and secondary school teacher, but this can no longer be the *only* physical education major offered by the universities. NAPECW must promote a *broad* instructional program that will prepare researchers and leaders in higher education and coaches of the highly skilled as well as teachers of secondary and elementary schools.

DIVISION FOR GIRLS AND WOMEN'S SPORTS

"DGWS- Purpose and Involvement
in Intercollegiate
Sports Programs and Athletics"

E. Ann Stitt
San Fernando Valley State College
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The Division for Girls and Women's Sports is an educational service organization designed to serve the needs and interests of participants, administrators, teachers and leaders in sport programs for all girls and women. The primary purpose of the DGWS is "to foster the development of sports programs for the enrichment of the life of the participant" and the foremost standard is that "the welfare of the participant should be of primary concern in the conduct of sports programs."

It seems apparent that the college and university membership of the DGWS and that of the NAPECW have similar, if not the same, concerns and ideas regarding intercollegiate sports programs and athletics and that the respective members are most likely wearing two hats at the same time. It is hoped that all college faculty would have some degree of commitment to assuring: quality of leadership and program for intercollegiate sports; programs uniquely designed to meet the needs and interests of college women; and, that participating students of today and tomorrow will be the primary beneficiaries of such programs.

If, in fact, we *are* committed to these principles, we must accept the responsibilities of such commitments as individuals and become involved in the recognition and ultimate resolution of problems as they occur in the various facets of our programs. We must all be concerned that our programs of physical education, sports and athletics are not at cross-purposes, but are compatible with and compliment the goals and objectives of each other. Throughout the past five years, women's intercollegiate athletic programs have developed rapidly from the interest expressed by women students, and additional guidelines and recommended practices seemed warranted. This relatively recent and increased involvement of the DGWS in intercollegiate sports and athletics has prompted increased need and desire for liaison representation between the NAPECW, the DGWS and the CIAW. The liaison involvement established has facilitated current and direct communication, cooperative effort, and the resolution of mutual and individual concerns. The liaison representation consists of an NAPECW representative to the DGWS Executive Council and to the CIAW, and the DGWS vice president's attendance at the annual NAPECW Board of Directors meeting. Regarding intercollegiate athletics, the DGWS per-

ceives its responsibilities to be those of establishing basic standards, guidelines and policies for the conduct of and participation in such programs, as well as providing related services such as rules, officials and research. Specifically, the DGWS-CIAW is responsible for sanctioning quality intercollegiate tournaments and meets, planning the National DGWS Championships, and working with related groups regarding regional development of intercollegiate sports programs.

If the DGWS is to guide future sport programs in the manner nd direction desired, those who have accepted the responsibility for the programs must become aware of the individual and collective thinking of the college women faculty throughout the country and continue to communicate their concerns and suggestions to us. The DGWS is composed of people who are willing and competent to tackle these concerns and problems - we must do it together.

EXTENSIONS

LEADERSHIP, THE KEY

Milton Valentine
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In considering motivation, the best guide for what motivates people is what motivates you and the people around you. Most people want to live, to love, to establish identity, to have variety, and to maintain integrity. Leadership depends on values and who is in the group. If leadership is conferred only on those who agree with the standard value judgments of the group, there would be no leaders. Leadership is not conferred on the basis of moral quality, if moral quality means the average decision of a group.

The function of a leader is to see what is going on. Does he give his group enough information to get the job done? This is a frequent problem in industry: workers often do not get the same amount of information that their superiors believe they are imparting.

There is no single style of leadership. Leadership, in the long run, is what works. In a naval experiment, where all participants were stripped of rank, those who emerged as leaders exhibited certain common traits. They were highly tolerant of incompleteness, uncertainty, inconsistency, and a wide range of aggression, even when directed against themselves. They were good listeners, masters of artful timing, and had the kind of expertise that the group needed at that particular time. They understood people and were able to perceive and use language concepts well.

Leaders have the ability to recognize when to shift or adjust according to the needs of the task and of the people, and according to the nature of the communication leadership structure. Calvin Coolidge once remarked, "The true leader is he who perceives, elicits, guides and supports the full abilities of his colleagues."

An effective leader is a warm, friendly person who is concerned with inclusion and affection. He knows how to open channels and how people function. Above all, a leader is flexible.

SPORT IN ART

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Northridge, California

Sue Powell
California State College
Los Angeles, California

Sport art may be found in many objects and forms. In many instances, a form of art may be recognized by only one individual. With a specific purpose in mind, any object, shape, or graphic reproduction may become a sport art form. Whether your interest be that of collector or spectator, there are many ways of pursuing sport art.

For example, reproductions of prints depicting sports activities may be found in art books representing the works of classical as well as modern artists. Sport art is also found in the sculptures of artists such as R. Tait McKenzie and Robert Brown. Other sources include the local sports page, the *Time-Life History Series*, and magazines—*Sports Illustrated, National Geographic, Life*, and *Look*. In 1968, the National Art Museum of Sport was established in New York City. It displays a permanent collection of vigorous exhibitions that link sport with art.

The American Association for Health, Physical Education, and Recreation, in conjunction with the National Art Education Association, has recently produced a 35mm film in which the works of renowned artists illustrate various conceptions of sport in art form from ancient to contemporary times.

In dealing with students in the realm of facts and absolutes we frequently judge their learning progress in physical education through skill assessments and written tests. A student's feelings about himself and his learning, and how these feelings affect and interact within the total learning pattern are too often overlooked. The important fact is not necessarily that the student expose his feelings and awareness to others, but that he pursue a path of self-discovery, moving in a direction that may lead him to a myriad of unthought-of discoveries.

In pursuing a form of non-verbal assignment with our students, we have helped them discover personal awareness. They have displayed a type of creativeness as a result of their ideas, feelings, and experiences. Our students were asked to devise a non-verbal description of their personal experiences in synchronized swimming, basketball, softball, swimming, and horseback riding. Although they were free to keep their creations to themselves or to share them with classmates, without exception the students

selected the latter pursuit. The experience seemingly "turned them on" and the last thing they wanted was to remain silent about their thoughts and feelings. One student commented:

> This nonverbal expression was refreshing, thought-provoking, prob-ing, and reflective. It also offered personal satisfaction in knowing that the creation and its true meanings belong solely to the originator . . . . tomorrow, or the next day, the creation may have an entirely different meaning to me although what it was based on may never change.

QUESTIONS WE NEED TO ANSWER

Dorothy V. Harris
The Pennsylvania State University

My purpose is not to talk about what things have been done in the way of research in the area of women and sport but to talk about those things that need to be done. Supposedly we are all experts in the area of exercise, but in actuality we know next to nothing about why people choose to exercise. We have a pretty good idea as to what happens physiologically when people exercise and we can predict fairly well what will happen if they do not exercise. However, we know little about why some individuals choose to be active and others choose not to be. Only in this last decade have we been considering the role of exercise in the well-being of man. We have assumed exercise is good, and, therefore, all people should exercise. We have not questioned much beyond that.

Locke of the Teachers College, Columbia University, said recently that if we wiped out the last fifty years of research in physical education, both programs and teachers would continue to function much as usual. There has not been a pervasive and functional link between the knowledge gained through research and teaching. To me this is a rather sad state of affairs; I should think we could do better.

Perhaps we have been looking at the problem in the wrong way. Instead of trying to prove what physical education is good for, we should be attempting to answer the question "What is the GOOD in physical education?". Or, at this conference we should be asking what is the GOOD in intercollegiate competition for women rather than what is intercollegiate competition good for? We need to approach this question from all sides

to define the good that I think we can find in intercollegiate athletics for women. We need to answer this question so we can provide a sound basis for structuring our program. We have put the cart before the horse too many times already by asking the questions long after the decisions are made. We have been guilty of making sweeping generalizations without much support. Many decisions have been based on emotion and opinion rather than on fact. We have had next to no baseline, no measuring stick, for making many of the decisions that have been made. Policies and procedures have been structured without the advantage of baseline establishment. Scientific research can and should provide that baseline.

Have we been afraid to subject our value system to the test of scientific research? We think our policies are sound; will research prove us wrong? Are we afraid that it will? We talk about carry-over value, about honesty and fair play. Sportsmanship and ethics are tossed about as sure outcomes of good competitive programs. What evidence do we have that these are by-products of participation? Do they automatically happen or do we have to structure our programs in certain ways to make them happen? We have next to no evidence to suggest that we positively affect behavior, or attitudes, or one's value system at all. As a matter of fact, there is some evidence in the literature to suggest that we may produce as many undesirable outcomes as desirable ones. Where is the evidence? We should stop making these claims until we have something to support them.

What do we have to show the nation for our K-12 requirement programs? Actually, we have little more than a sedentary population! For the investment of time, money, facilities, and manpower we have very little to show. If any one of you were asked to invest this amount of money (provided you had it to invest), I am sure that you would want some evidence of the returns on your investment. Intercollegiate programs demand large budgets; what returns can you provide that would support the allocation of these funds? Where are the carry-over values that we talk about? Can we produce evidence?

I have been involved in a two year study of middle-aged men and the role that exercise might play in the prevention of coronary heart disease. Our Human Performance Research Laboratory at The Pennsylvania State University has been conducting this study for U.S. Public Health Service. We screened approximately 1700 men looking for those who had two or more coronary heart disease risk factors but who were otherwise in good health. We found over a hundred men who were volitionally active and had been all of their adult lives. These men played squash, handball, paddleball, tennis, or participated in other vigorous activities nearly every day of the week. There were several significant differences between active and sedentary men of the same age. Almost without exception, the volitionally active men had participated on high school and college athletic teams. More of their parents had encouraged their participation. Activity was a way of life for them as they had been participants in vigorous activity all of their lives. They had learned many of the skills that they enjoyed on

their own. Physical education classes exerted little influence on these men one way or another but competition was important to them. On the basis of these findings, I am willing to suggest that a positive attitude toward physical activity is developed at a very young age and that required physical education is rather insignificant in determining whether one continues to be active in his adult years. If we believe that we are making a lasting impact through our required programs, I fear that this is more wishful thinking than fact.

We're still hearing such statements as "Girls aren't suppose to participate in vigorous activity; they'll shake something up!" Or, "Girls aren't strong enough to train for strenuous activity." Or, "Girls are too high strung and emotional for competitive events." Why do we take all of these misconceptions sitting down? We rationalize and say to ourselves, "But they don't understand." We talk to ourselves and surround ourselves with people who think like we do and ignore the rest. We do nothing to attempt to change their minds. It is past time for us to provide some hard data to support what we say we do for our students.

What do we know about all the psychological implications that competitive sports might have for girls and women? At this conference I heard a young woman coach say that she did not support having some type of social activity following a competitive event. Her reason: "I get my girls psyched-up for a game. I spend all week getting them ready and they are still too psyched-up after a game to go and have tea and cookies with their opponents. I want them in the cars and on the way home within fifteen minutes of the ending of the game."

What do we know about emotional involvement? Can we get women this psyched-up for an intercollegiate event? Does playing serve as a catharsis or are they still psyched-up, if in fact, we can psych them up? We are long overdue in attempting to answer some of these questions.

We have been primarily concerned with the highly skilled girls at this conference. What about those that are not so skilled? If competition is good, then they should also have the benefits. As a matter of fact, they may gain more from competitive experience than the more highly skilled. What about the so called "natural" who is not motivated to participate? Do we know why individuals choose to play or why they choose not to play? Do you know why you enjoy physical activity? How do you explain the duffer who spends hours on the golf course but who is a lousy golfer? What makes a tennis player serve a hundred balls just to practice a serve? Why does a diver repeat the same dive over and over? Do these individuals differ from one another? Are they all sharing the same kind of need or drive? What do we know about this? Is it possible that there is a temperament that is better suited to defense play as opposed to offensive play? Can we evaluate the psychological needs of individuals and guide them into activities that will produce maximum positive benefits? What is the meaning of participating in sports?

What do we know about the role of body-image in sport participation?

What about self-concept? Does participation alter that? Are you comfortable with the image you have of yourself when you participate? Do you play to win? What is the alternative? Do you play to lose?

Our concern has been with what physical education and sport is good for and we have been hanging on to cardio-respiratory efficiency and fitness for too long. Few participate in sport because it is good for them, but because it is GOOD! Nobody smokes because it is good for them; they smoke because they think it is good. We need to find out why they think it is good before we can effect a change. If we can find out why some people find participation in sport to be exciting, thrilling and meaningful, then we may be able to find ways to motivate others to enjoy sport, too.

What does research in psychology and sociology tell us about awards, about recognition? Is "the candle worth the game?" How can we sit here and make decisions about these things when we have no real basis for making them?

I would like to make one more reference to the Penn State study: Without exception, those men who have been volitionally active all of their lives, as well as those we made active on a regular basis for a year, concluded that they felt better when they got exercise regularly. I choose to call this a "feel better syndrome." The fact that these men feel better makes them behave in a different manner, a more positive manner. I asked them why they felt better and they did not know. Perhaps, if exercise does nothing else but make people feel better, then "the game is worth the candle." We shall have to do a lot of question-answering before we can begin to explain why people feel better with exercise. We have many questions that need to be answered in the very near future.

Coaches probably conduct more research than anyone else. The problem is that they don't share it. Once they find something that works, whether it be in recruitment, motivation, acquisition of skill or what, they tend to stash it away in their secret file of weapons. How often do we get the psychological needs of the coaches mixed up with the needs of the players? We must begin to find answers to these questions and to share information with one another.

Now that I have discussed a few of the many questions that we have not answered, the biggest question of them all comes into the picture. Who will do the research to produce pieces of the puzzle that might provide an answer? The literature is practically non-existent and there are very few women who are trying to add to that literature. Where are the women who are seeking answers through scientific inquiry? Have we been too sports oriented, too method conscious to generate interest in research among our major students? Do we fill their schedules with skills in this and that and methods in everything so that they do not have time to enroll in math and science classes that would provide them with a foundation to continue in this direction in graduate school? I am afraid that each and every one of us is guilty of creating this void. Our students see us rationalizing that we do not have time to do research or saying that we would rather teach

than do research. They never have the opportunity to observe us engaging in scientific inquiry. What can we do to change this state?

Jessie Bernard, in her research for the *Academic Woman*, reports that women with advanced degrees are less productive than the men with these degrees. Why is this the case? She suggested that women hide behind teaching and show a preference to teaching rather than research. Do we hide behind teaching because of our fear of research? Too many of us plead ignorance and say we don't understand and we leave the research for someone else. My question is, "To whom are we leaving the research; who will do it for us?" No one. We must analyze the problem and start immediately to remedy the situation. If this means a complete re-structure of the undergraduate program so that an emphasis is available for those students who seek this approach, then we must become flexible enough to accommodate their needs. This may mean that we will be graduating majors who have not had all of the traditional skills and methods courses. They may be lacking in many of the things that we have felt to be essential to the major program. It may be that these individuals will not be certified for teaching, that they will enter graduate school immediately. There is real concern that our traditional feeling of getting experience between each degree is producing individuals who know and feel secure in teaching only and that by the time they get to an advanced degree they are too old and have too much experience to start back on a beginning researcher's salary, therefore, they stick to teaching.

Another problem may be what we call a "cheap degree" or the degree program that does not require any research experience for completion. We are producing women with master's degrees who go into our major programs to teach and do not have a sensitivity or an appreciation for research. This attitude is promoted and we find ourselves getting deeper and deeper into a self-perpetuating problem. I should like to hear your views and opinions on this problem. Is it one that can be solved? If so, what are some of the suggestions for solving it? Can we change the attitude that research is something quite removed from teaching? Can we incorporate more research into our existing programs and provide undergraduate majors with research experiences? What are your thoughts on some of these questions?

CLOSING REMARKS

Appreciation is extended to each of you for your active participation in this conference and for your concern for the guidance and conduct of high quality sports programs for college women. When questions are asked, reactions given, and differences voiced, we can then begin tackling our problems and mutual concerns together.

The trust held in our hands for the direction of women's intercollegiate sports programs is sacred and must be cherished, protected and accepted. Our contribution through sports to the lives of our students is potentially boundless. May the lessons and excitement of play be our goals.

E. Ann Stitt
Conference Director

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